

# Welfare and duty of care in Armed Forces initial training

Ofsted's report to the Minister of State for the Armed Forces

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**Published:** July 2017

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**Reference no:** 170006



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## Ministerial foreword

We are, rightly, very proud of our Armed Forces and confident that the training they receive is world class in a changing and increasingly uncertain world. The importance of initial training cannot be overstated, it is the cornerstone of our Defence people capability and lays the foundation on which our young men and women progress and build successful careers. The welfare and duty of care arrangements that recruits and trainees encounter during their initial training is of paramount importance in ensuring their successful transition to Service life.

This is the ninth successive report by Ofsted into the effectiveness of the care and welfare arrangements for recruits and trainees undertaking initial training in the Armed Forces.

Through its rigorous assessment and careful guidance, Ofsted plays a significant part in maintaining a culture of continuous improvement throughout initial training, helping the Armed Forces look after their people at the beginning of their careers.

Her Majesty's Inspectors have focused on both Regular and Reserve personnel, conducting inspections of 17 Defence establishments and made graded judgements about care and welfare in 9 training schools. Whilst this represents a relatively small cross-section of the considerable Armed Forces training domain, I am pleased that the majority have been graded either good or outstanding; where areas for improvement have been identified, we will take the necessary actions to reaffirm our enduring commitment to achieving the very best for our recruits and trainees.

I am very grateful to Her Majesty's Chief Inspector and her team for their continued contribution in providing valuable, independent assessment of initial training in the Armed Forces.

A handwritten signature in black ink, appearing to read "Mark Lancaster".

**Mark Lancaster TD VR MP**  
Minister of State for the Armed Forces

## HMCI's foreword

This is Ofsted's ninth annual report on the effectiveness of welfare and care arrangements for recruits and trainees in Armed Forces initial training, and the first report I present as Her Majesty's Chief Inspector. I would like to thank the Ministry of Defence, the training headquarters and the training establishments inspected for their cooperation throughout the year.

As has been the case since 2014–15, inspectors visited both Regular and Reserve establishments this year. Visits to eight Reserve parent units did not result in a published grade, but inspectors did grade initial training provision for Reserve Forces at Army Training Regiment (Grantham). All Regular Forces' training establishments were graded.

The overall effectiveness of welfare and care arrangements is at least good in seven of the nine graded establishments this year. Two establishments were judged to require improvement. Two establishments were judged outstanding: Infantry Training Centre (ITC), Catterick, and the Joint Intelligence Training Group (JITG), at Chicksands. Both establishments have made considerable progress since their previous inspections in improving welfare and care arrangements and in meeting each recruit or trainee's personal, training and learning needs.

At ITC, inspectors have frequently reported in previous years on ageing or poorly maintained infrastructure and accommodation. This year, however, I am pleased to note that 'strong, purposeful contract management and project activity have provided better and more effective working with sub-contractors and partners', and that facilities and accommodation are much improved. Staff at all levels across the ITC have also worked very hard to use purposefully the data and information they collect about the effectiveness of training and the performance of recruits in training.

Staff at JITG have improved already good welfare and care arrangements to ensure that the establishment copes well with its diverse intake of Reserves and Regulars from across the Forces and provides outstanding levels of training, support and care. Inspectors were particularly impressed with the ways that 'senior staff have very quickly understood the challenges of being in a Joint-Forces training establishment and managing the differing Service cultures'.

Both establishments have been successful in ensuring that as many recruits and trainees as possible remain in training and have a vibrant start to their military careers. In both establishments, recruits and trainees felt exceptionally well supported, and staff at all levels shared common goals and well-understood strategies for improvement. Staff at other establishments seeking to improve their overall effectiveness will find much good practice at ITC and JITG.

While many improvements emerge in this year's report, key areas for improvement remain. I am concerned to note that several of the key recommendations for improvement this year have been the subject of comment in previous years.

I am very concerned by the rising numbers of Regular service personnel who are awaiting training, and whose training takes longer – often considerably longer – than expected to complete. Management of training allocations and places clearly needs improvement so that personnel do not face disheartening and frustrating delays in their training.

For Reserve personnel, poor management of recruitment and significant delays in carrying out pre-joining medical checks provide a disappointing and off-putting start to life in the Reserve Forces. Inspectors also learned about many potential Reserve recruits who abandoned their aspirations to serve as Reservists because of the delays in and poor management of recruitment processes.

Problems with worn, damaged or ageing infrastructure and accommodation persist in too many establishments. Contractors frequently carry out repairs too slowly or to a poor standard. In one establishment this year, the Royal Armoured Corps Training Regiment, overall effectiveness of provision and leadership and management of welfare and care arrangements were judged to require improvement because of such problems with contract management, repairs and maintenance. For the several establishments who continue to struggle with contracted repairs and maintenance, the successes of senior staff at ITC may provide some useful good practice.

Ineffective use of data and management information, and correspondingly weak self-assessment and quality improvement planning again feature in too many establishment reports. In too many of the Regular establishments inspected this year, senior staff are unable to evaluate the effectiveness of their training, welfare and care arrangements because they cannot identify trends or shifts in performance. For Reserve training, too many supervisory care directives (SCDs) and self-assessment reports refer largely to the experiences and concerns of Regular personnel, and fail to recognise the different needs of Reserve recruits and trainees.

I hope that senior staff will use this report to identify and deal with those persistent areas for improvement that have appeared in previous reports, and to identify and share the many areas of good practice that do exist across the Regular and Reserve Forces. I look forward to reading about continued improvements to provision, and I hope to read about more practice that is outstanding in 2017–18.

A handwritten signature in black ink that reads "Amanda Spielman". The signature is fluid and cursive, with "Amanda" on the first line and "Spielman" on the second line.

**Amanda Spielman**  
Her Majesty's Chief Inspector, Ofsted

## Background

Ofsted inspects the welfare and care of recruits and trainees in phase 1 and phase 2 training. Phase 1 is the general introduction to military life, while phase 2 covers the more technical and professional skills required of members of the Armed Forces. The report reflects the improvements in welfare and care in many Regular Armed Forces establishments and the increased importance of Reserve personnel to each of the three Armed Forces.

This report draws on evidence from eight inspections of Regular forces' training establishments, and nine inspections of Reserve forces' training establishments. Inspectors visited one establishment, RAF Honington, twice, for inspections of both Regular and Reserve training. Inspectors made the 17 visits between September 2016 and February 2017. Annexes A and B provide further details.

Inspectors made ungraded first visits to eight Reserve training establishments this year, and one graded visit to an Army Training Regiment responsible for Reserve training. During modular and consolidated training, Army Reserve recruits leave their parent units to attend courses at Reserve training establishments. All Army Reserve recruits attend the combined arms phase 1 (Alpha) course over four weekends at regionally based Army Training Units (ATUs). Alternatively, if time allows Reserve recruits can undertake this training in a seven-day consolidated period at selected ATU locations, or at a Regular Army phase 1 training establishment. Upon successful completion of phase 1 (Alpha), soldiers of the Army Reserve then go on to attend the residential phase 1 (Bravo) course at either the Army Training Centre (Pirbright) or Army Training Regiment (Grantham).

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

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

Of the 17 training establishments and parent units visited during 2016–17, one was an initial training establishment providing training for Army Regular forces (ITC Catterick); four provided phase 2 training for Army, Royal Air Force (RAF) and Royal Navy (RN) Regular forces (Royal Armoured Corps Training Regiment, RAF Honington, RNAS Culdrose, HMS Collingwood); one was an Army Training Regiment providing

Reserve training (ATR (Grantham)); two were parent units for Army Reserve recruits (94 (Berkshire Yeomanry) Signal Squadron, A Company 3<sup>rd</sup> Battalion The Princess of Wales' Royal Regiment); three were parent units for Reservists in the Royal Navy (HMS President, HMS Cambria, HMS Flying Fox); two were Royal Marines Reserve parent units (RMR London, 131 Commando Field Squadron Royal Engineers); one was a Reserve squadron in the RAF (No 2623 (East Anglian) Squadron Royal Auxiliary Air Force Regiment); three were Defence establishments (Defence College of Health Education and Training, Joint Intelligence Training Group, and DCLPA).

Six establishments inspected were RN, four were Army and two were RAF establishments. RAF Honington received two visits: for Reserve recruits in 2623 (East Anglian) Squadron and for Regular phase two training with the RAF Regiment. The remaining three establishments, Defence College of Health Education and Training, DCLPA and Joint Intelligence Training Group, are Defence establishments providing training for personnel from all Services.

Each Regular training establishment received no more than 24 hours' notice of its inspection visit; Reserve training units received around one week's notice. Inspections lasted for one or two days, according to the size of the establishment and the numbers of recruits or trainees attending courses. Inspectors applied the principles in Ofsted's common inspection framework 2012, contextualised for the Ministry of Defence, to guide the inspection.<sup>1</sup>

Each inspection focused on:

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

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

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

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<sup>1</sup> The common inspection framework sets out the principles that apply to the inspection of post-16, non-higher education and training. It meets the requirements of the Education and Inspections Act 2006. The establishments were inspected against the 2012 'Common inspection framework for further education and skills' contextualised for the Ministry of Defence, Ofsted, 2012.

The judgements are summarised at Annex A. Inspectors used Ofsted's four-point judgement scale of outstanding, good, requires improvement and inadequate.

## Key recommendations for improvement

### Regular training

- Urgently improve the management of training to reduce the number of service personnel awaiting training, the length of time trainees are service personnel awaiting training, and to optimise training throughput.
- Further develop recruits' and trainees' understanding of the dangers of extremism and radicalisation. Ensure that staff fully understand their responsibilities under the 'Prevent' legislation.
- Ensure that contractors complete maintenance and repairs to accommodation, training rooms and physical training facilities in a timely manner and to high standards so that estates and equipment meet the needs of staff, recruits and trainees.
- Improve the quality of food for recruits and trainees. Ensure that catering staff display nutritional information clearly for each menu and signpost healthy eating options clearly for recruits and trainees at an earlier point in the service area.
- Make more effective use of data and management information to identify trends and areas where performance is declining or improving. Use this information to inform self-assessment and quality improvement more effectively.
- Ensure that all relevant information about recruits and trainees is shared accurately between staff in different phases of training.
- Provide potential recruits with a wider range of information that accurately details the realities of Service life and the nature of training that they will undertake. Ensure that information gathered from potential recruits about their support needs is passed to staff at phase 1 training establishments.

## Reserves training

- Significantly reduce the time taken for Defence medical staff, contractors and recruiters to complete pre-joining medical checks. Ensure that potential Reserve recruits are fully informed of all joining requirements including medical assessments.
- Urgently improve self-assessment processes, SCDs and commanders' risk assessments so that they consider properly the welfare and care needs of Reserve recruits and trainees.
- Ensure that no unattested Reserve recruits take part in physical training activities.
- Review and clarify expectations for DBS checking of trainers who have frequent contact with Reserve recruits aged under 18.
- Improve the clarity and consistency of procedures for the military's managing and monitoring of Reserve personnel who are injured during a training event, especially when the injury may affect a Reservist's ability to work.
- Ensure that all units and establishments maintain a risk register, recording the potential risks affecting recruits' progress in training and the actions taken to mitigate those risks.
- Ensure that staff monitor individual recruits' and trainees' progress and reduce the risks that might slow or prevent their successful completion of training.
- Enhance communication between parent units and Reserve training establishments so that recruits and trainees are better prepared for courses. Share information about performance on courses routinely with parent units so that any training needs can be met between courses.
- Develop the training methods used to deliver the Defence Train the Trainer v2 (DTtTv2) courses for trainers in Reserve units. Enable Reserve trainers who find it difficult to attend a two-week-long course to complete elements of the DTtTv2 more flexibly.

## Detailed findings

### The progress made by establishments since their previous inspections

Establishment	Overall effectiveness 2016–17	Previous grade(s)
<b>Regular establishments</b>		
RAF Honington (RAF Regiment)	2	2
HMS Collingwood	2	3
Joint Intelligence Training Group	1	2
Infantry Training Centre, Catterick	1	2
Defence College of Logistics, Policing and Administration	2	-
The Royal Armoured Corps Training Regiment	3	2
RNAS Culdrose	2	-
Defence College of Health Education and Training	2	2
<b>Reserve establishments</b>		
Army Training Regiment (Grantham)	3	-
HMS President	Ungraded inspections	
HMS Cambria		
Royal Marines Reserve, London		
131 Commando Field Squadron Royal Engineers		
94 (Berkshire Yeomanry) Signal Squadron		
A Company 3 <sup>rd</sup> Battalion the Princess of Wales' Royal Regiment		
HMS Flying Fox		
No 2623 (East Anglian) Squadron Royal Auxiliary Air Force Regiment		

## Outcomes for recruits and trainees – Regular training establishments

1. Overall success rates for phase 1 and phase 2 Regular training have been maintained at previously high levels, or have risen, since the previous inspections in all establishments except RAF Honington. At RAF Honington, retention of trainees within the RAF Regiment remains low. However, a large proportion of early leavers from courses at RAF Honington are retained within the RAF, re-trading or transferring to other Services. Trainees report that this is often the result of poor quality information, advice and guidance about phase 2 options given during phase 1 training, before they arrived at RAF Honington.
2. At the Joint Intelligence Training Group (JITG), completion rates have been outstanding for the past three years, at 98%. First-time pass rates are also excellent. At the Infantry Training Centre, Catterick, staff have worked successfully to bring about a significant improvement in completion rates and a corresponding reduction in non-completion rates. At the Defence College of Health Education and Training, first-time pass rates for most courses are high, at over 90%. However, first-time pass rates on the Defence Medic course are low, at around 58%. Most trainees eventually pass the course following re-sits of assessments.
3. Overall pass rates are high at RNAS Culdrose and at HMS Collingwood, and drop-out rates are low. At HMS Collingwood, trainees who need additional support benefit from effective and thoughtfully directed remedial training. Outcomes for recruits at the Royal Armoured Corps Training Regiment (RACTR) are high, with overall pass rates at 93%, showing a marked improvement since the previous inspection. Around 10% of recruits need to re-sit at some point during their training at the regiment.
4. At the Defence College of Logistics, Policing and Administration (DCLPA), overall completion rates are high, with particularly high rates at the Defence School of Policing and Guarding, the Defence Maritime Logistics School and the Defence School of Transport. However, first-time pass rates vary across the schools. The schools monitor their own completion and pass rates, but DCLPA staff do not routinely hold them to account for the relative performance across the five constituent schools or across groups of trainees.
5. At DCLPA, too many trainees are absent from training. During inspection, around 4% of trainees across the College were not in training and, of these, the majority had not been in training for over 120 days. For too many recruits at RACTR, training is unnecessarily prolonged by delays in category 'B' licence and tank driver training.
6. Recruits and trainees develop good levels of military and trade-specific skills, and many gain valuable functional skills qualifications in English and mathematics. At DCLPA, for example, trainees develop good military skills alongside the trade and professional skills they need for their careers. The vast

majority of trainees achieve apprenticeships, with functional skills qualifications, in addition to their trade training. At HMS Collingwood, trainees gain useful English and mathematics qualifications alongside their trade training. Most achieve these functional skills qualifications at the first attempt.

7. Trainees at RAF Honington benefit from an improved focus on English and mathematics skills. Success rates on functional skills qualifications are high. At the ITC Catterick, exceptionally high numbers of recruits pass functional skills tests at their first attempt. The good screening and diagnostic measures identify recruits' skills needs quickly. Functional skills tutors frequently attend military training sessions so they can understand the tasks that recruits face and contextualise the activities. Recruits, whose functional skill levels are below entry level 3, benefit from a three-week intensive skills course before they start the standard Combat Infantryman's Course.
8. Trainees and recruits at all establishments develop a good range of relevant practical skills. For example, trainees on the aircraft handlers' courses at RNAS Culdrose develop valuable handling techniques, and aircraft engineering technicians improve their technical skills by working on high-quality, full-size Merlin helicopter training rigs. At RACTR, recruits develop strong practical skills and the underpinning theoretical knowledge that helps them achieve their trade training goals. The recent introduction of live-fire tactical training significantly enhances recruits' skills and reduces the training burden on Field Army units. At the ITC, recruits develop strong skills, and participate energetically and enthusiastically in a broad range of training activities.
9. Nearly all trainees and recruits know how to raise concerns and know how to make a complaint. They have confidence that those in the chain of command will treat concerns and complaints seriously.

## **Outcomes for recruits and trainees – Reserve training establishments**

10. Reserve recruits continue to show high levels of enthusiasm for their training and their involvement with the Armed Forces. They are proud of their service, keen to succeed in training and most strive to achieve their best. As was the case in previous years, Reserve recruits look forward to their training and their attendance at training sessions is high.
11. Most Reserve recruits who attend courses complete their training. At HMS President, for example, once attested, few recruits drop out of courses. Those who do leave tend to do so for reasons unconnected with the course. In 2015–16, all HMS Cambria and HMS Flying Fox's Reserve recruits undertaking phase 1 and phase 2 training succeeded. Most completed in-unit phase 1 training in 12 months. Thorough and relevant in-unit training prepared recruits at both units for the demands of phase 1 confirmation courses and phase 2 courses run by Royal Navy lead schools. During 2015–16, overall Reserve recruit success rates at 2623 (East Anglian) Squadron Royal Auxiliary Air Force Regiment were high,

at around 70%. At RMR London, strongly ambitious Royal Marine Reserve recruits have a good focus on their training and the achievement of the green beret.

12. At ATR Grantham, overall achievements of reserve recruits were very high in 2014–15 and in 2015–16, but these have declined by almost 10 percentage points during the current year. A significant number of recruits do not complete courses because of injury or because they fail fitness assessments at the start of phase 1 (Bravo) training.
13. Unacceptable delays in completing medical checks and very poor communications from recruiters, medical staff and recruitment contractors have significantly affected Reserve recruits in all units and establishments and across all Services. At RMR London, for example, many Reserve recruits knew of other potential recruits who had lost interest and had withdrawn from the process, frustrated by delays and inadequate communications. Even personnel transferring from Regular to Reserve forces can experience delays of many months while waiting for medical clearances.
14. Staff and Reserve personnel who have completed training provide very good encouragement and role modelling for Reserve recruits. At RMR London, for example, Reserve recruits benefit from seeing recently qualified Royal Marines deploying to exercises and operations with full-time units. Staff at 131 Commando Field Squadron Royal Engineers and at 94 (Berks Yeomanry) Signal Squadron provide excellent role models for recruits, and Reserve recruits recognise the value of mixed training with other sub-units, corps and regiments in boosting morale and determination.
15. Trainers and other staff provide good training and support for Reserve recruits to develop their military knowledge and skills. For example, at 94 (Berkshire Yeomanry) Signal Squadron, Reservists benefit from well-structured training that helps them to develop proficiency in key areas. At 131 Commando Field Squadron Royal Engineers, recruits are able to participate in training camps and exercises that develop essential military skills. Reserve recruits at 2623 (East Anglian) Squadron Royal Auxiliary Air Force Regiment are well prepared for their Basic Recruit Training Course at RAF Halton, and their performance frequently exceeds that of others on the course.
16. At HMS President, Reserve recruits complete a useful compulsory taskbook, which helps them track and reflect on their skills development and their readiness for the next stage of training. At 3<sup>rd</sup> Battalion Princess of Wales' Royal Regiment, recruits develop good physical skills that prepare them well for phase 1 training. They also develop strong self-discipline to help them with future training and learning. Staff discuss progress and targets for future development, but these targets are not recorded and so, recruits cannot review and reflect on progress across time.

## **Impact and effectiveness of arrangements for and management of welfare and duty of care – Regular training establishments**

17. Recruits and trainees receive support from their trainers and from others in the chain of command that is generally good or outstanding. They feel able to talk to their trainers, their platoon, division and section leaders. They are highly confident that their concerns or problems will be taken seriously.
18. At RNAS Culdrose, divisional officers (DOs) receive useful information from trainees' former stations that allows them to put appropriate support in place or to schedule further discussions between a trainee and the DO to identify problems or any needs for support. At the Defence College of Health Education and Training (DCHET), staff and trainees work well together to deal with academic problems or pastoral difficulties. At JITG, trainees benefit from excellent support, including dedicated duty personnel who provide a very wide range of support out of hours. Senior staff at ITC Catterick use the trainee and permanent staff register very effectively to review the situation and progress of those at risk, including at risk of potential radicalisation. At DCLPA, trainees receive very good support. The welfare of those under 18 is monitored frequently. Staff involve parents, carers and local authority support workers when necessary.
19. Welfare support outside the chain of command continues to provide recruits and trainees with valuable opportunities to raise personal and work-related problems in a less formal context. Personnel continue to make good use of RVS facilities, where they exist. However, at establishments where wi-fi is available throughout the evening and at weekends, welfare staff report a significant reduction in the use of welfare facilities. Padres continue to provide a much-valued service to recruits and trainees; the latter respect the padres' often extensive Service experience and see them as individuals who understand Service life. Nearly all padres are well known to personnel across establishments.
20. Staff apply disciplinary actions fairly and even-handedly across all establishments and Services. Recruits and trainees understand well why disciplinary measures are necessary. Staff generally keep clear records of any disciplinary measures taken. At HMS Collingwood, for example, senior staff closely scrutinise the records of warnings and minor administrative actions that have been issued to ensure a consistent approach and that remedial action is appropriate.
21. Physical training (PT) is effective in building recruits' and trainees' fitness, stamina and strength. Trainees at JITG, for example, benefit from an improved training regime. This takes good account of the trainees' varied starting points from the different Services on site. At ITC Catterick, training regimes have been revised perceptively to focus on building strength progressively. This avoids the early strains and injuries caused, for example, by lengthy runs in the early weeks of training. Judicious management of activity and careful assessment of

the impact of other forms of training have reduced the injury rate for paratroopers, which now aligns more closely with the infantry average. However, chefs at the Defence Maritime Logistics School, within DCLPA, are often unable to take part in formal physical training sessions because of the long hours they work in the kitchens.

22. In most establishments, gyms and other physical training areas are well staffed, and recruits and trainees benefit from good out-of-hours access to facilities. In the majority of establishments, the gyms, pools, pitches and other facilities and equipment are in good condition. At HMS Collingwood for example, the boxing gym, pool and training areas are all available 24 hours a day and are very well maintained. A well-managed contracting arrangement with equipment suppliers ensures next-day repairs or the replacement of any damaged equipment.
23. In a significant minority of cases, however, and despite observations in previous reports, PT facilities and equipment are in disrepair, or are worn and showing signs of age. In the worst cases, equipment and even parts of buildings have had to be taken out of service because of their condition. At RAF Honington, climbing ropes around the site have been removed because of their poor condition and the floor of the gym needs replacing or significantly repairing. At RACTR, recruits benefit from good access to a wide range of PT facilities, including a swimming pool. However, the floor of the gym is damaged in many places and has been in this condition for too long. In JITG, the sports hall floor needs replacing and the air conditioning in the cardio-vascular suite does not work properly.
24. Medical and dental facilities are generally good and the vast majority of recruits and trainees, for example at JITG, DCLPA sites, DCHET, ITC Catterick and RNAS Culdrose, benefit from good infrastructure, attentive staff, good levels of service and, frequently, from same-day appointments. Most trainees and recruits leave establishments with good physical and dental fitness. At RAF Honington, the construction of a new medical centre is well underway. Even during this time, trainees' access to dental and medical services, including scans, continues to be excellent.
25. At a number of establishments, resourceful staff have to work very hard to maintain dental and medical services in the face of staffing gaps, failures of the infrastructure or equipment, and other problems. At RACTR, recruits have to wait too long for appointments to see mental health professionals, including community psychiatric nurses. These delays prevent timely diagnosis, prevent RACTR staff from providing appropriate support, and may delay medical discharge. Recruits at RACTR also no longer have access to a bedding-down facility in the medical centre, and a locum rehabilitation instructor has been working with double the recommended maximum number of recruits, at 30:1. At HMS Collingwood, staff had to use local surgeries and carefully manage the consequences of gaps in medical officer posts and a lengthy closure of the dental centre. Repairs to the centre in this case took too long. At JITG, staff have to spend time carefully checking all new trainees' records to identify those

who are recovering from injury because previous establishments do not routinely inform them of trainees who are downgraded or in recovery from injury.

26. The quality, quantity and range of food for trainees and recruits have improved in the majority of establishments inspected this year. At DCHET, RAF Honington, JITG, ITC Catterick, and at RNAS Culdrose, food options and the quality are good. Signs clearly display healthy options, ingredients and pricing. Staff and catering contractors work well together to meet trainees' needs. In all the establishments, personnel were given enough time to eat meals.
27. Improvements are still needed, however, at RACTR, at the Defence Maritime Logistics School (DMLS) within DCLPA, and at HMS Collingwood in the quality of food, the information about ingredients and the messing arrangements. In RACTR, the quality of food improves for a while and then declines. At DMLS, the temporary dining facilities mean that there are not enough choices and options for healthy eating. At HMS Collingwood, many trainees buy their own food and eat in accommodation blocks because of the long queues for galley service. Too frequently, the food served is different from the published menus, catering staff do not replenish the popular options, which naturally run out quickly, and options are limited in the evenings. While inspecting HMS Culdrose, inspectors did not see enough trainees using hand sanitisers because these were poorly positioned in the temporary galley facility.
28. Accommodation continues to require improvement in many establishments. Too often, the management of contracts is poor and establishment senior staff have little leverage with the commercial maintenance contractors or the Defence Infrastructure Organisation (DIO) to get things done.
29. At RAF Honington, responses to maintenance requests in relation to the accommodation for trainees undergoing rehabilitation in Habbaniya Flight are very slow. Staff have not been able to secure funds to act on the recommendations made at previous inspections about replacing the aged and unreliable heating systems in the older accommodation blocks. Laundry facilities need improvement: many washing machines are unserviceable and/or unusable.
30. At HMS Collingwood, there are long delays in getting white goods repaired. The DIO has not given enough priority to increasing the number of showers in 16 of the six-to-eight person mess decks. Although repairs are generally made within the contractual repair window, this is very lengthy and, in fact, far too long for trainees' comfort and well-being.
31. At JITG, the speed and effectiveness of repairs to accommodation require improvement. Many bathrooms lack adequate ventilation and become mouldy. Too few accommodation blocks have enough washing machines or driers for the numbers of trainees using them. Because accommodation blocks lack any

kitchen facilities, trainees frequently use their own microwaves, kettles and toasters, which have not been tested.

32. At DCLPA sites for 25 Training Regiment and Defence School of Personnel and Administration, Worthy Down, many trainees live in inadequate accommodation. Staff are working hard for trainees' benefit, but infrastructure still needs significant improvement. Male trainees' accommodation blocks suffer recurrent problems in heating, hot water, toilets and lighting. Repairs by the contractor are frequently ineffective or carried out to a poor standard.
33. At RNAS Culdrose, laundry and drying areas are clean and well managed, the living accommodation is maintained well, and trainees have good storage spaces and lockers. At RACTR, recruits' accommodation is of a very good standard. Four-man rooms are well furnished and maintained, washing areas are clean, and laundry and drying facilities are spacious and well maintained. At ITC Catterick, senior staff have paid close attention to contracting relationships, and have made thoughtful use of available funds. This has brought about significant improvements to accommodation, even in the older blocks. All the 2'6" beds have been replaced by 3' beds, heating systems are more reliable, decoration is improved, and repairs have been carried out to a better standard in a more timely fashion. Block-holders, custodians, section staff and recruits now take shared responsibility for their blocks and are confident to report any problems.

### **Impact and effectiveness of arrangements for and management of welfare and duty of care – Reserve training establishments and parent units**

34. The vast majority of Reserve recruits across all Services are well supported by their officers and by permanent staff at their units. They value highly the close bonds with other Reservists and with Regular personnel. Reservists at 3<sup>rd</sup> Battalion Princess of Wales' Royal Regiment and at 94 (Berkshire Yeomanry) Signal Squadron spoke warmly about the camaraderie, the support and guidance, and the motivation that officers and other staff provided. At a number of units, families are encouraged to visit the unit and gain a greater understanding of what Reservist life is like, the benefits Service brings and the demands it makes. For example, at 131 Commando Field Squadron Royal Engineers, frequent 'family nights' help Reservists' relatives to understand the complexities and benefits of being a Reservist. At HMS President, families and employers are involved in the life and activities of the unit, as are retired Royal Navy personnel in the local community.
35. How kit is allocated by parent units to Reserve recruits attending Alpha, Bravo, confirmation, or other courses at training establishments still varies. At all parent units visited this year, staff provided Army Reserve recruits with the correct equipment in enough time for their attendance at training courses. However, at ATR (Grantham), staff reported that the majority of Reserve recruits in the past year had arrived from their parent units for Alpha or Bravo

courses without some part of the required kit. During the inspection visit at ATR (Grantham), a small number of Army Reserve recruits had arrived without some parts of their kit.

36. In parent units, the level and type of preparation for courses vary greatly. Recruits arriving at ATR (Grantham) for Bravo courses felt ill-prepared by their parent units for the demands of this course. Commonly, trainers at parent units had failed to give Reserve recruits enough information about the fitness requirements for Bravo training courses and had not maintained any progressive, fitness-building schedule with them before their attendance at Grantham. A small number of recruits lacked confidence in weapons handling because their parent units had given too few opportunities to work with weapons.
37. Staff at ATR (Grantham) provided Reserve recruits at parent units with clear joining instructions and detailed information about courses. A minority of Reserve recruits' parent units, however, failed to provide recruits with the information until they reported at their units for transport to Grantham. This meant that they lacked proper time to prepare for the demands of the training course.
38. Staff at HMS President who accompany Reserve recruits to training establishments for courses try to provide staff there with an oral briefing on each individual attending. However, these 'hot handovers' depend on the receiving staff having time to listen to briefings. The informal delivery also limits the usefulness of the information.
39. At ATR (Grantham), staff have to work very hard to cover vacant posts. This has a negative impact on the levels of support that can be made available. At the time of the visit, around one third of trainer posts were unfilled, no junior officers were in post, and platoon sergeants acted as platoon commanders in addition to their other duties. Senior non-commissioned officers and senior officers did not have enough time to offer additional support to all the Reserve recruits who arrived for courses.
40. Very few new training staff arrive at ATR (Grantham) having completed their DTtTv2 qualification. As a result, these staff have to spend up to three months shadowing the delivery of training while they complete their own training. PT staff plan courses well to develop Reserve recruits' fitness but, when courses are full, there are not enough PT instructors to maintain the correct ratio of staff to recruits because of staff vacancies.
41. In too many Reserve units, trainers struggle to secure places on requisite instructor qualification courses. Reserve training staff cannot always attend courses during the working week and, having often already made significant demands on their employers through Reserve service, they are frequently reluctant or unable to take further leave.

42. Reserve recruits arriving at ATR (Grantham) for courses receive useful guidance from their trainers about maintaining safety and security online. Displays in social areas reinforce these messages.
43. In a minority of Reserve parent units visited, unattested Reserve recruits were undertaking training activities as part of what staff and recruits referred to as 'phase zero'. In one case, at 3<sup>rd</sup> Battalion, Princess of Wales' Royal Regiment, unattested Reserve recruits were issued with battalion kit for physical training. Staff took these steps to help potential Reserve recruits feel involved with the regiment while they waited long periods for medical assessments and other steps in the recruitment process. However, unattested Reserve recruits are not protected under the provisions of the Armed Forces compensation scheme.
44. Staff at the Reserve parent units visited did not always receive detailed enough reports about recruits' progress, strengths and weaknesses from training establishments following training courses. At HMS Cambria, staff received some detail about Reserve recruits' strengths and areas for development on the confirmation courses at HMS Raleigh, but greater detail would enable much more effective action planning on the recruits' return to HMS Cambria. The levels of detail and usefulness of reports back to HMS President from staff at HMS Raleigh and other establishments varied according to the rank of the Reserve recruits. For officers, post-course reports were usefully detailed, but unit staff received little detail of how junior ratings had performed or how their skills might be developed further. Staff at 131 Commando Engineers received poorly detailed reports about recruits who had attended courses at Army Training Centre (Pirbright). In general, staff at 131 Commando Engineers receive detailed comment only about exceptional recruits who had been outstanding performers on phase 1 or 2 courses. In a positive exception to this pattern of poor reporting, staff at the Commando Training Centre Royal Marines, Lympstone, provide staff at RMR London with detailed reports on the progress, strengths and weaknesses of the Royal Marines personnel who have attended training.
45. At ATR (Grantham), staff provide detailed reports back to parent units. These give Reserve recruits and staff a good account of progress in training, and of the support that recruits need to make further progress after they return to their parent units. Staff at ATR (Grantham) did not receive adequate information, however, about the skills, progress and fitness levels of Reserve recruits who would be sent to the regiment for Alpha or Bravo courses. It is particularly concerning that parent units do not send information about Reserve recruits' health, allergies, dietary requirements, fitness, previous injuries or recovery. As a result, trainers are not in a position to prepare properly for the recruits' arrival and to ensure good safeguarding and welfare. Staff at Grantham had to spend valuable training time gathering information about recruits after they had arrived.
46. In several Reserve parent units, recruits benefit from good support from permanent staff and support staff. At 2623 (East Anglian) Squadron Royal

Auxiliary Air Force R, recruits have good contact with, and support from, the RAF Honington chaplaincy service. At HMS Flying Fox, recruits benefit from frequent contact with their divisional officers. These officers take every opportunity to discuss progress and any concerns with the recruits. During relaxation breaks in training, recruits also benefit from talking to chaplains and other permanent staff. At HMS President, in contrast, divisional officers have to rely on training staff reporting any concerns about Reserve recruits' welfare or performance because their own contact with them is limited.

47. Too often, commanding officers' SCDs, commanders' risk assessments (CRAs), self-assessment and quality improvement documents lack a specific focus on Reserve personnel. In 131 Commando Training Regiment, for instance, the SCD and CRA documents are based on the needs of phase 1 Regular recruits. At RMR London, the SCD document is based on a standard RN template, designed with Regular personnel in mind.
48. Staff at HMS President recognise the needs of Reserve personnel in their SCD document. They have made a good attempt to evaluate and take account of the different pressures these individuals experience during training, but the document lacks precision and focus.
49. As was the case in last year's inspections, too many Reserve recruits are allowed to arrive at training courses without staff completing proper checks on their health and injury status. In nearly all cases, the recruits are asked to sign a form confirming their health and their capacity to take part in training. Too often, they sign these quickly, because timings for handovers are tight and staff have much to do when recruits arrive at establishments. The result is that the recruits do not have a proper opportunity to record any changes in their long-term medication or note any minor injuries.
50. Staff at parent units are uncertain what provision would be made for Reserve recruits injured in training, particularly if any injuries affected recruits' ability to carry out their normal employment. Most Reserve recruits and staff are uncertain whether the provisions of the Defence Recovery Pathway apply to those in Reserve training or only to Reserves who are deployed.

## Summary reports in date order

### RAF Honington

51. RAF Honington (RAF Regiment), based in Suffolk, is home to the RAF Regiment Training Wing (TW), which provides training for trainee gunners at phase 2. Phase 1 training is now conducted at RAF Halton with all other RAF personnel. This change to training was still in its infancy at the time of the inspection, with only two cohorts arriving from phase 1. The establishment is also responsible for training phase 3 recruits and junior officers at phase 2 and 3, although these courses were out of scope for this inspection. RAF Regiment gunners provide the force protection on the ground for the RAF. The regiment trains only males. At the time of the inspection, there were 133 recruits, two of whom were aged under 18.
52. The previous Ofsted inspection of RAF Honington was in January 2014, when it was judged good in all areas.

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

53. Senior officers continue to give a high priority to the welfare of recruits and trainees. The previously good quality of the arrangements for welfare and care at RAF Honington have been improved further to ensure that the majority of trainees who remain for the planned duration of their training succeed.
54. TW staff make strenuous efforts to develop useful relationships and communication with staff at RAF Halton, where phase 1 training takes place. However, too many trainees leave their courses and re-badge or transfer early because of the poor career information, advice and guidance they receive before they arrive at RAF Honington. Good informal arrangements mitigate the potential risks of moving phase 1 training to RAF Halton. RAF Halton staff provide an end-of-course report for phase 1 trainees, which is currently under improvement. As yet, this is not used well to inform targets and help trainees to build on their strengths from their phase 1 training.
55. The specific learning difficulties (SpLD) coordinator receives good information from RAF Halton about trainees who have learning difficulties and/or disabilities. However, the phase 1 training staff do not offer this information systematically: the coordinator has to seek it out. It is used effectively to put support in place for phase 2 training.
56. TW staff use their informal connections with squadrons to ask about the characteristics of the trainees who succeed. However, there is no system for collecting regular, detailed and consistent feedback from the end-user squadrons in order to improve the training.
57. Arrangements for the small number of officer cadets who are placed 'on hold' are inadequate. Individuals who remain on station are supported effectively,

but many of them move to other establishments to undertake a range of projects. They are often moved to remote locations without the agreement of the Station Commander (RAF Honington). These arm's-length arrangements lead to fractured communication, severely undermining the ability of the TW staff to exercise their responsibilities for welfare.

58. Facilities for trainees are generally good. Staff have acted successfully on most of the recommendations made at the previous visit. However, the challenges of providing training within an ageing estate are beginning to have an impact.
59. Senior officers do not analyse data sufficiently to monitor all aspects of the outcomes for trainees. Action planning to improve the wider aspects of welfare and duty of care lacks clear success criteria and milestones. Actions to improve retention rates, particularly the high voluntary withdrawal rates, are well conceived. For example, a pre-conditioning course has been introduced and aspects of training have been moved to the squadrons. Other initiatives, such as improving information for recruits and more physical training in term three at RAF Cranwell, are less well advanced because these need support from other units.

## **Recommendations**

- Ensure that senior officers analyse data in greater depth to plan improvements and identify specific progress milestones to measure the impact of the actions taken.
- Ensure that senior officers throughout the RAF Regiment provide useful feedback to the TW about the quality and impact of all training courses.
- Examine and clarify urgently the chain of command for officer cadets 'on hold' and ensure that lines of communication and responsibility for their safety and welfare are consolidated.
- Ensure that the TW receives good, detailed information about the welfare, health and educational support needs of trainees before they arrive for phase 2 training.
- In conjunction with the station commander:
  - agree an effective strategy for the timely maintenance and refurbishment of the estate and equipment
  - ensure that the support outside the chain of command meets the reasonable needs of trainees and auxiliaries, particularly at weekends.

## HMS Collingwood

60. HMS Collingwood is located in Fareham near Portsmouth. It is the headquarters for the Maritime Warfare School training and support groups, lodger units and the command for several satellite training facilities. HMS Collingwood provides training for international trainees, phase 3 trainees, phase 2 officers, ratings and maritime Reservists.
61. The inspection focused on the phase 2 training carried out by Weapons Engineering Training Group, Warfare Support Training Group and Defence Diving School. At the time of the inspection, there were 409 phase 2 ratings and 158 officers; 10% were women and 8% were under the age of 18. No maritime Reservists were on site and no trainees were care leavers. Seven trainees were not in training: two were medically downgraded, two were awaiting branch transfers and three were awaiting a course start.

### **Overall effectiveness of welfare and duty of care: good**

62. Overall completion rates have been consistently high for the past three years, with effective remedial training for those who need additional support. The vast majority of trainees are enthusiastic about their training and gain appropriate English and mathematics skills needed for their trade training.
63. Pass rates are generally high on most courses and modules. However, pass rates for modules on the pilot courses for the new warfare sub-specialisms are low, particularly in electronic warfare, where the first cohorts of trainees did not choose their trade.
64. Professional divisional officers (PDOs) provide excellent support and encouragement to trainees to ensure that they are capable, healthy and happy. Trainees are confident in discussing any concerns they may have with their PDOs. Staff keep thorough records to ensure that all trainees are well supported.
65. PDOs carefully manage trainees not in training to ensure that they are suitably employed during their time in Matapan and that they receive the rehabilitation or retraining needed. Sharing of information about trainees between phase 1 at HMS Raleigh and phase 2 is generally very good. However, the first cohorts on the new warfare sub-specialism courses are dissatisfied with the guidance they received before arriving. They thought they would be able to choose their specialism and were unhappy when they were allocated simply to meet service requirements. Changes have now been made to inform trainees of their allocated specialism earlier.
66. Trainees benefit from excellent physical training facilities that are well managed and fully staffed. These include a swimming pool, boxing gym and a training area for those who are less fit. The wide range of high-quality exercise machines are well maintained and a separate contract ensures next-day repairs.

Work to install partitions in the main gym showers is planned but waiting for funding. In the interim, the potential risk to under-18 trainees is being managed effectively.

67. The quality of the food is satisfactory and meals provide good value for money. However, many trainees opt to buy their own supplies and eat in their rooms because they do not like queuing for service, and do not relish the selection of food offered. Menus vary from the published list and no information is displayed on the day's offer until trainees reach the counter. Many trainees reported limited choices in the evenings and popular options running out quickly. Hand sanitisers are rarely used.
68. Accommodation for trainees suffers from continuing defects to fixtures and fittings. Trainees are frustrated with slow responses to repair requests and to replacement of white goods. The defence infrastructure organisation has not sufficiently prioritised the funding to increase the number of showers in 16 of the six-to-eight person mess decks. Repairs are generally effected within the lengthy repair window stated in the contract, but this means that they often take too long to complete for trainees' comfort.
69. The SCD and risk assessments are thorough and provide sound arrangements for care of those under 18. Effective supervision is in place for untrained instructors and those awaiting DBS checks, which often take too long because of continued use of a paper-based system. Senior staff do not have clear guidance about suitable generic terms for families, such as parents/guardians/carers, to ensure that training establishments can raise awareness that trainees may be care leavers. Visits by the compulsory drugs testing team are not well planned to minimise disruptions to training.

## **Recommendations**

- Monitor closely the pass rates and morale of trainees on the new warfare sub-specialism courses.
- Ensure that the productive working relationship with the maintenance contractor continues to improve the response time for remedying reported defects.
- Require the catering contractor to provide information on daily menus, enough food and a good range of options for trainees during the evening meal.
- Secure funding for partitions in the gym showers.
- Consider introducing online DBS checking to speed up the process, thus reducing the number of instructors who have to be supervised.
- Provide guidance on suitable wording to refer to 'families' such as 'parents/guardians/carers' to prompt establishments to consider that some trainees may be care leavers.
- Minimise disruptions to training by liaising with the compulsory drugs testing team to plan its visits to establishments.

## Army Training Regiment Grantham (ATR(G))

70. Army Training Regiment Grantham (ATR(G)) is located in Lincolnshire and is one of nine major British Army locations for training Army Reserve phase 1 recruits.
71. ATR Grantham delivers the phase 1 Alpha modular course over four weekends, the 7-day consolidated course, as well as the 15.5-day phase 1 Bravo course.

### Overall effectiveness of welfare and duty of care: requires improvement

72. Senior officers have successfully created a culture in which the welfare of Reserve recruits is given high prominence. The majority of recruits who remain for the duration of their training succeed.
73. Parent units provide very little information on the skills, progress and status of individual Reserve recruits to ATR(G) to prepare trainers for their arrival, such as information on allergies, previous injuries or learning difficulties. Trainers therefore work hard when Reserve recruits arrive to discover as much as possible about them and put in place as much support as they can within their resources. In contrast, the staff at ATR(G) provide detailed and accurate reports to parent units, particularly on early leavers. These summarise events and support actions for individual Reserve recruits.
74. Reserve recruits felt ill-prepared for the demands of the Bravo course. Recruits described widely differing activities at training centres. In many cases, trainers at parent units had not explained the fitness test parameters and had not overseen physical training schedules enough. In a small number of cases, opportunities to handle weapons at training centres had been very restricted. A small number of parent units had offered a structured programme of instruction and recruits from these units were therefore more confident in their skills. The majority of recruits do not receive all the necessary equipment from their parent units before they arrive at ATR(G).
75. There is no medical centre on site and no medical staff. Reserve recruits have limited access to medical and dental services during the core training day through an arrangement with the medical centre at RAF Cranwell. Those who need out-of-hours or urgent medical services are accompanied to the nearest NHS accident and emergency department by a member of the training staff.
76. Staff actively develop good relationships with other parent units to improve the welfare and support arrangements for Reserve recruits. However, poor preparation by the parent units means that too few recruits complete their courses. Support from outside the chain of command is restricted to the services of a single Padre, provided through cooperation with 102 Logistics Brigade.
77. One third of the training staff posts are unfilled. No junior officers are in post and platoon sergeants act as platoon commanders in addition to their other

duties. Senior officers and senior non-commissioned officers (SNCOs) expressed concern that they do not have enough time to offer additional support to all Reserve recruits. Staff at all levels work strenuously to identify and meet the welfare and support needs of Reserve recruits, despite these significant staffing gaps.

78. Facilities for recruits are limited and the challenges of providing training within an ageing estate are beginning to have a negative impact on Reserve recruits, staff and the facilities themselves.
79. Arrangements for managing Reserve recruits who are injured during training require improvement. Senior officers are unable to monitor injury rates and the impact of injuries on recruits' military careers because the establishment is not supported by any significant medical services. Parent units do not provide information about the recovery of, and subsequent outcomes for, injured recruits. This means that the commanding officer is not informed about the full impact, across time, of the training undertaken at ATR(G). Parent units also do not provide ATR(G) with enough information about Reserve recruits' injuries from previous training, such as the broken ankle suffered by a recruit at an earlier Bravo course at ATR (Pirbright).

## **Recommendations**

- Fill existing vacant staffing posts without delay, including, wherever possible, a variety of cap badges and female trainers.
- Improve the arrangements for welfare support outside the chain of command to meet the reasonable needs of Reserve recruits.
- Ensure that all parent units prepare Reserve recruits fully for the demands of courses.
- Improve urgently the arrangements for Reserve recruits who are injured during training and improve the lines of communication and responsibility for their safety and welfare.
- Ensure that ATR(G) receives good, detailed information about the welfare, health and educational support needs of Reserve recruits before they arrive for training.
- Ensure that senior officers in all parent units provide useful feedback to ATR(G) about the quality of all its training courses and their impact on Reserve recruits.

## The Joint Intelligence Training Group (JITG)

80. The Joint Intelligence Training Group (JITG) is located at Chicksands, South Bedfordshire. It provides tri-Service intelligence and security training to phase 2 Regulars and Reservists, phase 3 trainees, MOD civilians, other representatives from selected government departments, and foreign military students.
81. JITG, formerly the Defence School of Intelligence, has five training wings and a trainee holding section, all of which are co-located within the Chicksands site.
  - Counter Intelligence and Human Intelligence Wing is responsible for specialist phase 3 training and supports delivery of phase 2 in other training wings.
  - Signals Intelligence Wing provides phase 2 and phase 3 training to tri-Service specialists in the collection, analysis, reporting and management of intelligence, and applied languages.
  - Air Intelligence Wing is responsible for phase 2 training of Regular and Reserve officers and other ranks entering the RAF's intelligence specialisation.
  - Templer Company is responsible for the phase 2 training of officers and soldiers entering the Army Intelligence Corps, including CLM training. It also delivers training to phase 3, Intelligence Corps and non-Intelligence Corps personnel in the wider Army, the RAF Regiment and the Royal Marines.
  - Naval Intelligence delivers a single, specialist maritime intelligence course, twice a year, to phase 3 RN personnel.
82. The holding section provides support for all phase 2 trainees not in training or awaiting trade training. JITG hosts the Military Intelligence Reserve Enabling Team, which provides phase 2 training to Army Reservists.
83. The inspection focused on phase 2 trainees only. At the time of the inspection, there were 232 trainees: around a quarter of these were female, none was under the age of 18 and none was known to be a care leaver. Seventeen trainees were not in training. JITG was previously inspected as the Defence Intelligence and Security Centre.

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

84. First-time pass rates on most Regular courses are excellent. Pass rates for the operational air intelligence course and operational military intelligence (class 3) course for Regular trainees are often lower. Staff provide the minority of trainees who are not successful at the first attempt with effective remedial training and the vast majority then successfully complete. Injury rates appear to be low, however vacant posts in the physio and rehabilitation centre have resulted in data not being routinely collected and analysed.

85. First-time pass rates on the Reservist operational military intelligence class 3 course are excellent. However, too few Reservists complete the operational air intelligence course of 12 weekends and a two-week exercise. Senior staff have ensured that enough staff are now available so that all course elements can be delivered onsite to improve the quality of the training.
86. Trainees have a good recall of the main points about e-safety, which staff discuss with them during induction and reinforce throughout the training. Staff have recently introduced measures to raise awareness of the dangers of radicalisation and extremism, and inform trainees of ways to avoid these dangers.
87. The transfer of information about trainees between phases 1 and 2 and JITG has improved in some areas but still requires improvement overall. Links with RAF and Royal Naval establishments remain effective. JITG staff link more closely with the phase 1 Army establishments than at the time of the previous inspection. However, because previous establishments do not automatically inform JITG of trainees who are downgraded or in recovery, medical centre staff at JITG have to check all new trainees' records to carefully identify those recovering from injury.
88. Trainees have very good access to a wide range of gym and sports facilities. They appreciate the frequent sessions and the opportunities to swim and play sports. Plans are in place to replace and upgrade the sports hall floor. The air-conditioning system in the cardio-vascular suite is unreliable and does not function well.
89. The quality and quantity of food are good. Chefs are very responsive to trainees' requests and needs. Catering staff display daily choices clearly, along with nutritional information. Hand-washing signs are in place and hand gel dispensers are available at the start of the serving counter; recruits make good use of these.
90. Accommodation requires improvement and routine maintenance and repairs need attending to. Plans to replace the ageing hot water systems in accommodation blocks lack clarity and clear timelines. Many bathrooms lack good ventilation and have become mouldy. Not all the blocks have enough washing machines and dryers for the population of trainees. There are no kitchens in the blocks, and some trainees make informal arrangements using microwaves, kettles and toasters that have not been PAT tested.
91. A particularly strong leadership team provides clear strategic direction and ensures that all staff and trainees understand the high standards expected. Recently appointed senior staff have very quickly understood the challenges of being in a Joint-Forces training establishment and managing the differing Service cultures.

92. Selection of trainers continues to be very robust with service personnel volunteering for such roles and undergoing a thorough vetting process. However, not all staff have been DBS checked and staff are uncertain which posts require checks. Most trainers achieve their Defence train the trainer (DTtT) course within three months of starting and several complete higher-level professional qualifications during their posting.
93. Staff diligently record areas identified as requiring improvement in the quality improvement action plan and have made good progress with weaknesses identified at the previous inspection. However, the document has become overly complex because it contains all current and previous actions.

### **Recommendations**

- Clarify which post holders should be DBS checked and complete these checks without delay.
- Improve communications with and the quality of information passed between phases 1 and 2 and JITG, particularly about medical details and trainees' rehabilitation/recovery plans.
- Ensure that Carillion completes maintenance and repairs in a timely manner to high standards.
- Clarify the approach to, and timelines for, replacing the ageing hot water systems in the accommodation blocks.

## **Infantry Training Centre – Catterick (ITC Catterick)**

94. The Infantry Training Centre (ITC) is located in the Catterick Garrison, North Yorkshire. The ITC trains standard-entry infantry recruits and Army reservists for the infantry.
95. The ITC comprises three independently commanded units: ITC Support Battalion and two infantry training battalions: 1 ITB and 2 ITB. 1 ITB trains line infantry, following the combat infantryman's course (CIC) for recruits joining the Queen's, King's, Prince of Wales' Divisions, Rifles and Royal Regiment of Scotland; 2 ITB trains Gurkhas, Parachute Regiment, Guards, line infantry, junior entry, and Army reserve recruits phase 2 infantry training and non-commissioned officers. The ITC Support Battalion provides logistics, administration and support for the whole of the ITC. It manages the training support structures including the gym, rehabilitation, discharges, medical, food and several other support sub-units.
96. The ITC has an annual intake of around 2,700 recruits and trainees. All recruits are male. At the time of the inspection, there were 1,431 trainees, of whom 209 were under 18. This was the ninth welfare and duty of care inspection of the ITC.

### **Overall effectiveness of welfare and duty of care: outstanding**

97. Staff at all levels across the Infantry Training Centre have worked very hard since the previous inspection to use fully the data and information they have collected about the effectiveness of training and the performance of recruits in training. There is a vibrant, enthusiastic atmosphere to the ITC.
98. Leaders have encouraged and challenged staff to investigate known concerns, use data purposefully to provide information, and use this information intelligently to change aspects of welfare and training delivery. Since the previous inspection, staff have taken clear and effective decisions, based on comprehensive analysis of data, to make well-informed changes to the training programme. These decisions have reduced injury rates and enabled many more recruits to be successful in training.
99. Staff deliver English and mathematics skills successfully to recruits below entry level 3 before the recruits start the CIC. This significantly improves recruits' likelihood of completing infantry training.
100. Exceptionally high numbers of recruits pass functional skills test at the first attempt. Good screening and diagnostic measures are in place to identify recruits' skills needs quickly. Tutors establish and maintain very constructive relationships with military trainers, and frequently observe military training to enable them to understand the tasks faced by recruits. Functional skills tutors are currently planning to embed elements of the skills curriculum into military training sessions to give recruits a clearer understanding of the ways that

English and mathematics play an important part in the life of a trained infantryman. Staff working as part of Project Aurasma have started to produce online, computerised and other learning materials for the benefit of recruits.

101. The trainee and permanent staff register (TAPS) is highly effective and used well to record recruits, trainees and staff at risk. The support given to individuals is monitored well through purposeful meetings at various command levels. Staff ensure good understanding of those at risk through reviews within the Company, in liaison with the UWO, and at Battalion level. Staff also use the TAPS register well to record potential concerns about recruits who are deemed to be at risk from radicalisation or at risk from others outside the Army. However, there are several levels of spreadsheets/contact reports and information is moved manually between the levels. Consequently, no single spreadsheet holds all the information, and there is a risk that information might be lost, overlooked, or unavailable when needed.
102. Accommodation standards have risen considerably since previous inspections. Responsibilities for accommodation and infrastructure management are more direct and effective. Block holders, custodians, section staff and recruits take greater responsibility for the maintenance and upkeep of accommodation. Recruits report that staff effect repairs quickly and they feel confident to report problems.
103. Recruits now have improved access to wi-fi to maintain contact with friends and families. Staff turn off wi-fi between 2300 and 0600 to ensure recruits do not remain online when they should be resting. However, staff should make sure recruits do not become isolated by relying too heavily on online communications during out-of-hours periods.
104. Training staff are well trained, enthusiastic and passionate about their work and the professional management of their recruits. Leaders have put extensive effort into developing the psychological and mental approach to training, as well as into improving staff and recruits' understanding of the importance of progressive physical development.
105. Hook Company continues to manage all early Service leavers well. Good TAPS records are maintained for those at risk while they complete their discharge. However, Hook Company does not have enough staff to conduct visits to recruits' homes to assure commanding officers that the recruits are living in an appropriate environment, in accordance with the Army Recovery Pathway for those on the wounded, injured and sick management information system.
106. Recent, thorough analysis of data to establish factors that lead to recruits discharging, whether by defect on enlistment, discharge as of right, or unfit for Army service, has identified the trends by quarter, by cohort, and cap badge. Although this information has been available to ARTD for a long time, it has not been used enough to affect and improve recruitment processes.

107. Records of observations are clear and in line with ARTD/SCHINF policy. However, the recording process places a significant emphasis on the role and activity of the trainer rather than on how they enable learning for all personnel in the session. Many sessions are practical, so the recording form focuses primarily on activities. Records do not identify or report on the quality of the learning experience and how learners were supported. However, a new project, aimed at identifying good practice in training, considers learning styles and recruits' learning needs more fully.
108. Strong, purposeful contract management and project activity have provided better and more effective working with sub-contractors and partners. Major repair projects have improved training and accommodation facilities significantly.

## **Recommendations**

- Collate reasons for non-completion to inform recruiting and selection staff so that they can do more to take into account these factors and reduce the numbers of recruits who leave training early.
- Carry out plans to embed functional skills in English and mathematics into training sessions.
- Further progress the innovative work on blended learning and on project Aurasma to provide alternative learning regimes for recruits.
- Consolidate the TAPS recording process so that records and reports, at all levels, are held on one system and are accessible to staff who need to make entries and support individuals.
- Investigate the full impact of recruits' access to wi-fi in the accommodation blocks, with special consideration given to the risks of individual isolation and reduced team bonding.
- Ensure that observations of teaching and learning pay enough attention to the quality of the learning and not just to the performance of the trainer.

## HMS President

109. HMS President is an operational Royal Naval Reserve (RNR) unit based on the River Thames in Tower Hamlets, London. It is the largest of the 14 Maritime Reserve units, with 320 personnel, of whom just over 50% are officers, 10% are senior rates and the remainder are junior rates. An additional detachment of around 15 personnel forms Hawke Division, based in the Royal School of Military Engineering (RSME) Chatham. The London University Royal Navy Unit, HMS Puncher, Commodore Regional Forces and HQ London Sea Cadet Corps are also based on the same site.
110. Royal Navy Reserve (RNR) training takes place every Tuesday evening and comprises a monthly cycle of physical training, Naval general training and core maritime skills, whole-ship lectures, specialisation training and a unit social. The unit recruited the highest volume of new recruits to the RNR of all Maritime Reserve units in 2015/16. Potential recruits attend twice a month for non-physical elementary training, known as phase zero, until medical and security checks have been completed and they are attested into the Reserves. Most reserve personnel and recruits have a successful professional career as a civilian, often working in the City of London.
111. A small team of full-time RN personnel provides administrative support and a permanent presence in HMS President.

## Overall effectiveness of welfare and duty of care

112. HMS President provides a safe, respectful environment for training RNR personnel.
113. Staff in recruitment offices conduct thorough interviews, including identifying and removing potential recruits who may be of concern. The information from interviews is available to unit staff but it does not identify Reserve recruits from a care background. It also does not specify other complications in recruits' personal lives, such as caring commitments or previous long-term treatments, which may later jeopardise their ability to complete training and become a useful Reservist.
114. Success in training requires significant commitment from recruits. However, too many potential recruits drop out of the initial recruiting process because medical checks take too long. Many experience significant delays.
115. Recruits and staff are well looked after. Support is provided to help recruits who are at risk of not completing training. However, the details from the initial interviews are insufficient to provide staff with a complete picture of which individuals are at risk of not completing their training.
116. Training staff do not ensure that what are seen as minor complications for individuals are recorded appropriately to build up a full picture of each Reserve recruit's concerns. Medical declarations are inadequate and perfunctory. The

process does not ensure that Reserve recruits reflect on and record fully any recent medical interventions so that training staff have the information they need.

117. The self-assessment report, although highlighting key concerns and weaknesses, is overly descriptive. Because it slavishly follows the common inspection framework, it does not adequately evaluate the effectiveness of unit care arrangements. The quality improvement action plan is more succinct and focused: it has a clear and accurate evaluation of strengths and areas for improvement.
118. The quality of reports to HMS President following recruits' and officer cadets' attendance at training courses elsewhere varies. Reports for officer cadets attending courses at Britannia Royal Naval College give good levels of detail on the recruits' strengths, areas for improvements, the training and testing they completed. However, for junior rates, information from HMS Raleigh is more superficial and does not give enough detail for the unit to understand how an individual has performed. While these reports may be appropriate for Regular recruits, who are known more closely by their training teams, they are not effective for Reserve personnel.
119. Training is conducted by experienced trainers whose suitability for the role is well based on their conduct, reputation, operational experience and training ability. However, too few hold the Defence Train the Trainer v2 (DTtTv2) qualification. Attending the DTtTv2 course presents significant difficulties for many Reserve personnel. Places are not reserved specifically for trainers in the Maritime Reserves, so they find it difficult to get places on the DTtTv2 courses.
120. The SCD document focuses on the policies and procedures for ensuring the welfare and care of Reserve personnel. Detailed instructions support the management of under-18s. However, this information is scattered throughout the SCD document. Overall, the document is too long and complicated and does not deal fully with the risks associated with Reserve personnel.

## **Recommendations**

- Prioritise places on DTtTv2 courses for trainers in Reserve units. Develop online learning materials to allow Reserve trainers to complete aspects before they attend the DTtTv2 course.
- Ensure that trainers report conversations with Reserve recruits and the detail of any concerns or risk factors to divisional staff as a matter of routine, after contact with personnel in training.
- Rationalise the content of the SCD document to ensure that it is practical, specific and succinct, focusing on the welfare and duty of care for Reserve recruits. Separate the information on management procedures for under-18s from the main body of the SCD document to make it accessible.

- Ensure that HMS Raleigh staff provide detailed and evaluative reports for junior rates, reflecting the detail and focus of those for officers in training. Ensure that these comment on individuals' performance on training courses and the nature of their performance when living away from home.
- Reduce significantly the delays in conducting medical assessments and improve the quality of the communications between Defence medical staff and training staff.
- Improve the self-assessment processes, so that the self-assessment report provides an executive summary of the quality improvement action plan, identifying improvements made during the previous year and those still required.

## HMS Cambria

121. HMS Cambria is the only Royal Naval Reserve (RNR) unit in South Wales, located in the Vale of Glamorgan, near Cardiff. The unit has eight permanent administrative and training staff, one of whom has an additional duties commitment.
122. HMS Cambria staff receive RNR recruits through the Armed Forces Careers Office (AFCO) system. They support them through phase zero, while they are waiting for medical clearance. They provide in-unit phase 1 training, which is completed through attendance at a two-week confirmation course at HMS Raleigh. Once phase 1 training is completed, staff conduct in-unit phase 2 preparation training and arrange places for recruits on short phase 2 courses at the relevant RN lead establishments, for example, HMS Collingwood for maritime trade officers.
123. Training evenings are held at HMS Cambria one evening a week and at weekends when there is a training need, such as to provide additional training for those who have been unable to attend evening training because of employment commitments. During the inspection, approximately 30 recruits and trainees were undergoing training.

## Overall effectiveness of welfare and duty of care

124. Arrangements for ensuring the welfare of Reserve recruits and trainees were reviewed recently by the HMS Cambria leadership team, following direction from RN staffs. A sound foundation has been laid, recorded in a range of documents, to evaluate and, where necessary, improve the quality of the care.
125. HMS Cambria data indicates a 100% success rate for Reserve recruits undertaking phase 1 and phase 2 training. The extensive in-unit training is key to their success in completing the phase 1 confirmation courses and the elements of the phase 2 training provided at the lead RN schools.
126. A high proportion of Reserves remain in the ship's company of HMS Cambria for decades and many have undertaken one, or more, operational deployments. By far, the most common reason for recruits leaving HMS Cambria is their success in joining the RN as ratings or commissioned officers.
127. Recruits were frustrated about the delays to medicals and how long it took the contractor and AFCOs to complete paperwork, but all felt that HMS Cambria staff were doing their best to hasten its completion. Completing phase zero typically takes three to nine months, depending on individual circumstances and the time taken by the AFCO and the medicals. Phase 1 and 2 training for both Reserve officers and ratings typically takes a year to complete. Phase 1 completion times have improved since the RNR decision to load the confirmation courses at one-year intervals from when training begins. This is motivational and gives the recruits and training staff a target to aim for.

128. The establishment has good, well-maintained training facilities and a well-equipped gym that recruits can use at any time to maintain and develop their fitness. Some permanent staff are physical training instructors. They carry out effective inductions, provide exercise classes and, where needed, carry out fitness testing. Although there is video coverage of the gym from the permanently staffed guardroom, arrangements to ensure the safety of lone gym users are too informal.
129. Confirmation course reports from HMS Raleigh include some details of the recruits' strengths and any areas for improvement. Training staff use this performance feedback productively to inform learning, although greater detail in these course reports would still be useful.
130. Very effective elements of the arrangements include strong pastoral care. The lack of DBS checks for some staff, however, is a concern. The clear statement that 'in accordance with reference P (an RN policy statement), personnel involved in training do not need a DBS check due to the relatively low proportion of under-18s at RNR units' must be reviewed. All staff who could have frequent, unsupervised contact with recruits who are under 18, however few, should be DBS checked.
131. Trainers who are not yet DTtTv2 qualified are scheduled to attend courses in the near future. The RNR instructors who cannot attend the two-week residential DTtTv2 course do not benefit from any modular training or cascade training from the training officer or other DTtT qualified staff.
132. The self-assessment, commander's risk assessment, SCD and quality improvement action plan (QIAP) all provide a sound baseline for further development. The SCD focuses well on recruits' needs, and particularly on the responsibilities for the care of new entrants. However, although the QIAP identifies key improvement actions, it does not yet prioritise actions or set challenging timelines for rapid improvement against these priorities.

## **Recommendations**

- Formalise and improve the arrangements to ensure the health and safety of lone gym users.
- Continue to work with AFCO and contractor staff to reduce the time taken to complete pre-joining administration and medical checks for recruits.
- Ensure DBS checks for staff who have frequent, unsupervised contact with recruits who are under 18.
- Ensure that instructors, wherever possible, attend the DTtT course at the earliest opportunity. Consider cascade training of key elements of the DTtT, such as coaching and mentoring for those who cannot attend, delivered by the training officer and/or other DTtT qualified staff.
- Develop the QIAP to identify command priorities for action and target dates for their completion or review.

- Develop and maintain a risk register of the factors affecting recruits' progress in training and the actions taken to mitigate the risks.

## Royal Marines Reserve, London

133. There are four Royal Marines Reserve (RMR) units across the UK. Unit headquarters are located in major cities, with satellite detachments in the surrounding areas to draw Reserve recruits from nearby towns.
134. RMR London is located in Wandsworth, with a complement of around 320 personnel, and other personnel in detachments in Portsmouth, Cambridge, and Oxford. Staff deliver training on Wednesday evenings. The unit works with potential Reserve recruits to prepare them for the physical assessment into the Royal Marines and the potential Royal Marine course (PRMC). On successful completion of the PRMC, recruits begin training in phase 1 alpha, progress to phase 1 bravo, then on to specialist phase 2 training. On completing this, and success in the final assessment, Reserve recruits join the trained strength of the unit.
135. Most recruits to the RMR are between the ages of 18 and 26. Many already have degrees and follow a professional pathway. There were no under-18s in training at the time of the inspection.

### Overall effectiveness of welfare and duty of care

136. Staff and senior staff at RMR London provide a sound foundation for the management of Reserve personnel. Facilities are excellent.
137. Once in training, Reserve recruits' commitment is very high and numbers completing training to gain a green beret are increasing steadily. However, delays in medical clearance and only two opportunities each year to begin training deter many potential recruits. They lose interest because the medical clearance process often takes too long and too many minor concerns are held up as significant stumbling blocks. Even personnel transferring from the Regular to the Reserve forces can be subject to several months of delay while waiting for medical clearance. Without frequent contact and the offer of a contract, potential Reservists may not be committed to waiting for their training to begin.
138. Supervisory care is effective. However, while the SCD identifies clear markers and provides useful detail for trainers, it lacks the specificity required to help staff recognise and deal with the different needs of Reserve and Regular recruits. The SCD is generally too descriptive and fails to provide trainers with a clear process to manage concerns by collating individual pieces of information into a single record for an individual.
139. Committed and capable Reserve and permanent staff are excellent role models for Reserve recruits. However, too few of them are able to update their professional qualifications or gain the DTtTv2 while working with the RMR. Reservist trainers struggle to get time off from their civilian jobs to attend courses that would allow them to operate ranges or complete weapons handling assessments. Data indicates that Reservist training personnel have been removed from professional training courses at Commando Training Centre

Royal Marines (CTCRM) in Lympstone because they were deemed to be a lower priority for training than CTCRM trainers.

140. Reports on Reserve recruits following assessments and training at CTCRM are purposeful and detailed. Reserve personnel are suitably and appropriately equipped for any training courses they attend.
141. Royal Navy policy does not require DBS checking for trainers if less than 20% of the company is under 18. Because the number of under-18s at RMR Wandsworth is below this, DBS checks have not been carried out. However, all those who have frequent contact with under-18s should be DBS checked. Also, it is not clear whether procedures are in place to conduct the necessary checks if the proportion of under-18s were to rise above 20%.
142. Although the Defence recovery pathway provides clear information on ways to support Reserve personnel sustaining injuries once mobilised, it is not clear how personnel who are injured while training as a Reserve Royal Marine can be managed. This is especially the case when an injury sustained during training may have an impact on the individual's capacity to carry out their permanent employment.
143. Senior staff use data effectively to identify the main pockets for recruitment and then identify appropriate detachments in those localities. Self-assessment and quality improvement planning are at an early stage. More work is needed to ensure that the processes and the documents are used to best effect to manage the learning of Reserve personnel.

## Recommendations

- Prioritise the allocation of places on DTtTv2 courses to trainers in Reserve units. Also, make learning materials available online to allow Reserve trainers to complete elements before they attend the DTtTv2 course.
- Urgently review the procedures governing ways that the military looks after Reserve personnel who are injured during a training event, especially when the injury affects a Reservist's ability to complete their 'day job'.
- Improve the SCD to ensure that it is specific, succinct and has practical value as a working document. Staff should ensure that it focuses on the welfare and care of Reserve recruits and that clear procedures for care of under 18s are separated from the main body of the SCD.
- Reduce the delays in conducting medical assessments and improve communications between Defence medical staff, recruiters and potential Reserve recruits about the assessments and other recruitment matters.
- Review the process of self-assessment reporting, so that findings inform and relate to the quality improvement action plan, which must identify improvements made and those still required.

- Review and improve the current DBS policy in Reserve training establishments where under-18s form part of the company.

## 131 Commando Field Squadron Royal Engineers

144. 131 Commando Field Squadron Royal Engineers (131 Cdo Fd Sqn RE) is a specialist sub-unit of the Army Reserve and is the Reserve squadron of 24 Commando Engineer Regiment. The regiment provides integral engineer support for 3 Commando Brigade Royal Marines.
145. 131 Cdo Fd Sqn RE headquarters is in Kingsbury, London and has a further three sub-units based in Bath, Birmingham and Plymouth. Training for new Reserve personnel ranges from phase 0 to phase 2. The unit has its own commando training team made up of Reservists and permanent staff. Phase 1 Alpha and phase 1 Bravo courses are delivered mostly at Army Training Centre, Pirbright (ATC(P)). Trade training is delivered through a range of weekend and monthly camps in conjunction with 8 Engineer Brigade.
146. Personnel frequently deploy on tasks with, or in support of, Regular forces in the UK and abroad. Recently, personnel have deployed to Iraq, Afghanistan, Oman, the USA, Norway, France, Malawi, the Falkland Islands, Romania and Egypt on exercises and training with 3 Commando Brigade units.
147. All Reserve personnel are over 18 years old. Most Reserves joining the unit intend to complete the Reserve Forces Commando Course (RFCC). New entrants intending to become commando engineers must complete fitness assessments to meet the expectations of the Royal Marines. Most of those who are unable to meet the criteria are moved into other Royal Engineers trades. Numbers of Reserve personnel training have increased over the past two years.

### Overall effectiveness of welfare and duty of care

148. 131 Cdo Fd Sqn RE provides a good environment and safe training facility for potential Reserve force commandos. Most personnel are mature and are already committed to a career or professional pathway. They recognise that to be successful on the RFCC is demanding and that the course requires significant commitment. Those who drop out of RFCC training or cannot meet the fitness requirements are channelled into other roles within the squadron.
149. Careful selection takes place. Many personnel are interviewed and assessed before embarking on the recruitment process. This reduces the number of starters who are not suited to the course and would be unlikely to continue. Effective briefings outline the expectations for fitness and commitment.
150. For too many potential recruits, too much time is taken to conduct medical assessments. The result is that significant numbers decide not to pursue a career as a Reservist. Several personnel recounted poor or ineffective communications from the recruiters and contractors about medical appointments and unacceptably long waiting times.

151. Medical declarations by the Reserve personnel before they start training courses are not detailed enough. Personnel are not asked medical questions that are sufficiently relevant to their status as Reservist personnel.
152. Personnel participate in a wide range of enrichment activities, over and above the 27-day minimum requirement of Reserve forces, including orienteering, skiing and regimental sports.
153. Preparation for potential Reservists is good and supportive. There is a sound introductory process. Staff look after all personnel well, and Reserve recruits receive good support from the unit welfare officer. Support for personnel identified as 'at risk' is good, but trainers do not systematically collate information about them to provide a clear, holistic picture.
154. Completion rates on the RFCC course are improving, and completion rates for phase 1 Alpha and Bravo are good, although staff at ATC(P) do not systematically supply the unit with useful information about a Reserve recruit's performance.
155. Once trained (at completion of phase 1 Alpha and Bravo and trade training), Reserve personnel have good opportunities to deploy with Regular forces and participate in operational and training activities abroad.
156. In-unit training is productive and purposeful and includes some good facilities, but trainers have insufficient access to the DTtTv2 qualification course.
157. The SCD and other documents analysing the quality and effectiveness of support are new. Currently, they do not focus enough on the needs of Reservist personnel.
158. Self-assessment reporting does not focus enough on learning, but the improvement plan identifies the key areas that need attention in order to improve the training.

## **Recommendations**

- Give greater priority to allocation of places on DTtTv2 for trainers in Reserve units. Develop online learning materials so that Reserve trainers can complete elements of the DTtTv2 course before they attend face-to-face training for the qualification.
- Ensure, as a matter of urgency, that medical checks are completed within reasonable timeframes to prevent the loss of potential recruits to the Reservists.
- Revise the SCD and commander's risk assessment to focus sharply on the needs of Reserve personnel.

## 94 (Berkshire Yeomanry) Signal Squadron

159. 94 (Berkshire Yeomanry) Signal Squadron is based at the Army Reserve Centre in Windsor. The squadron provides rapid deployment of reliable, robust and resilient military IT and communications support to UK and overseas contingency operations.
160. The squadron trains on one evening a week at the Army Reserve Centre and has planned exercises on one or two weekends a month.

### Overall effectiveness of welfare and duty of care

161. Candidates and recruits are prepared well for the next stage of their training. Staff responsible for recruiting put considerable effort into ensuring that recruits have ample accurate information about the demands of the role. As a result, Reserve recruits can make sound decisions about volunteering and balance Reservist activity well against home, family, work and other commitments.
162. Trainees who have completed phase 1 (Alpha) know what it is they need to do to prepare for and be successful in their phase 1 (Bravo) training.
163. Reservists (ex-Regular and trainees) recognise the high-quality support that officers and trainers give to candidates to aid their physical and mental preparation for selection and initial training.
164. Reservists benefit from well-structured training, which helps them to practise and become proficient in the different elements of the training, particularly the physical aspects.
165. Staff provide good training and support for Reserve recruits to develop their military knowledge, particularly for those from a non-military background.
166. Reserve recruits are enthusiastic about their training, they attend training sessions frequently and are highly motivated to be successful.
167. Candidates have not been short of any equipment when they have been away from the squadron on phase 1 or phase 2 training. Staff ensure that Reservists are supplied with correct kit in sufficient time for training at the parent unit and for phase 1 training at training centres.
168. Staff work closely with Reserve recruits to ensure that they do not progress to phase 1 (Alpha) training unless they are well prepared and, in the opinion of their officers, likely to pass their courses.
169. Following recruits' attendance at phase 1 Alpha and Bravo training, staff spend time with Reservists to identify strengths and areas for improvement and to discuss how best to progress their skills development.
170. Candidates speak very highly of the support, guidance and training they receive from their officers and other staff. This motivates them to attend their evening

training sessions on a frequent basis. They value highly the camaraderie of the squadron and the ways this helps to motivate them to attend and do well in their training.

171. Officers provide good support and guidance to candidates, trainees and recruits to help them work well with their employers when it comes to their Reservist commitments.
172. Staff make good use of candidates', trainees' and recruits' development plans to set and record clear targets for improvement before each stage of the recruitment, selection and training process.
173. Senior staff have forged good links with local employers to ensure that they understand the needs and expectations of the Reserve forces. In several cases, employers have granted additional annual leave to their employees to enable them to take part in Reservist training and activities.
174. Senior staff are committed to, and active in, providing high-quality training and support for their Reservists.
175. Unattested Reservists were taking part in physical training alongside their attested peers during the inspection visit. In these cases, it is not clear whether the provisions of the Armed Forces compensation scheme cover unattested recruits.
176. Training facilities are secure and well maintained, providing a welcoming environment for Reservists to develop their skills and capabilities.

## **Recommendations**

- Review urgently the policy of allowing unattested Reservists to take part in physical training sessions.

## A Company 3<sup>rd</sup> Battalion The Princess of Wales's Royal Regiment

177. A Company, 3<sup>rd</sup> Battalion the Princess of Wales's Royal Regiment is based at the Army Reserve Centre in Farnham, Surrey and provides infantry soldiers to support the work of the full-time infantry when needed.
178. The company trains one evening each week and has weekend training and exercises each month.

### Overall effectiveness of welfare and duty of care

179. Reservists enjoy their training and they are highly motivated to succeed. They look forward to their training and, as a result, their attendance at training sessions is high.
180. Reservists develop good physical skills that prepare them well for phase 1 training. They develop self-discipline that prepares them well for future training and learning.
181. Staff discuss with Reservists further training that is needed between the different stages of their training, but they do not document targets to enable staff and recruits to review their progress towards achieving these. Current candidates, trainees and recruits state that they have not been short of any equipment when they have been on phase 1 (Alpha) or phase 1 (Bravo) training.
182. When recruits or trainees have not had enough or correct kit, this has been rectified before training. Candidates are issued with battalion kit for physical training in their second week of attendance to help them to feel part of the company at a very early stage, despite their still being in the pre-attestation phase.
183. Officers use course feedback about their trainees to inform their training and development between phase 1 (Alpha) and phase 1 (Bravo) training very well, but they do not use this information to update development plans. As a result, agreed targets and actions may be forgotten, lost or not achieved, particularly if the recruits are unable to complete phase 1 (Bravo) swiftly after completing phase 1 (Alpha).
184. Trainees and recruits speak very highly of the support, guidance and training they receive from their officers. This motivates them to attend their evening training sessions on a frequent basis. They value highly the comradeship evident in the company, particularly the support and advice they receive from experienced Reservists.
185. Officers work very effectively with candidates, trainees and recruits make sure that they are not sent for training unless they are well prepared and likely to pass the next phase of training.

186. Training staff have set up a very well-used 'WhatsApp' group for new recruits and Reservists to stay in touch with each other and with unit staff. Recruits value this method of communication, which affords them opportunities to ask questions about their progress and training.
187. Staff pay good attention to recording attendance of Reservists at training evenings. However, they do not hold a detailed 'at risk' register recording potential or actual social, personal or domestic concerns that may impede progress.
188. Quality improvement arrangements and self-assessment processes are developing. The self-assessment report is overly descriptive and lacks an evaluative focus on actions for improvement associated with Reservist training. The quality improvement plan is more succinct and identifies areas for improvement.
189. Training facilities are secure and provide a hospitable environment for Reserve recruits. Physical trainers are careful to develop skills over time with staged targets to develop recruits' stamina and resilience to prepare them for phase 1 Alpha and Bravo training.
190. The regimental training directive is clear and sets out expectations of how Reserve recruits will be prepared, trained and inspired to continue with their commitment to be a Reservist.

### **Recommendations**

- Ensure that training staff record agreed actions following phase 1 Alpha and Bravo training so that all staff are able to monitor frequently the progress Reserve recruits under training are making.

## Defence College of Logistics, Policing and Administration (DCLPA)

191. The Defence College of Logistics, Policing and Administration (DCLPA) is responsible for training logistics, policing and personal administration skills in the RN, Army and RAF for officers and other ranks, Regular and Reservists. Headquarters, DCLPA, is currently based at Princess Royal Barracks, Deepcut, Camberley, Surrey. In 2017/18, headquarters DCLPA, and a number of operational group training establishments will move to a purpose-built site at Worthy Down.
192. DCPLA has overall responsibility for five Defence training schools:
- Defence School of Transport (DST), Leconfield, which provides training for newly commissioned logistics officers, driving examiners and instructors, 'blue light' emergency vehicle training, transport management courses, signals training and driving and instruction
  - Defence Maritime Logistics School, HMS Raleigh, Torpoint, which provides training for naval personnel as logisticians in a number of disciplines (logistics officers, supply chain specialists, chefs, stewards and writers) to equip them to serve on operations at sea
  - Defence School of Policing and Guarding (DSPG), Southwick Park, Fareham, which provides training for the Royal Military Police, RAF Police, RN Police on a single site
  - Defence School of Personnel Administration, Worthy Down, which provides phase 2 and phase 3 professional training for officers and other ranks and development training for potential officers for the Army and RAF
  - Defence Logistics School (DLS), which comprises five training wings and a centralised support unit at Deepcut:
    - 25 Training Regiment (25 Trg Regt), Royal Logistics Corps (RLC), at Deepcut and Marchwood, which provides phase 2 training for RLC soldiers, career training and maritime training
    - Supply Training Wings, Deepcut, which provides initial and career courses for Army logistics supply specialist and quartermasters courses across Defence, as well as specialist training
    - Command Wing, Deepcut, which provides initial and career Army logistics officer training as well as a joint command course
    - Food Services Wing, Worthy Down, which provides initial career Army and RAF chef and catering courses and RM deployed skills training
    - Supply and Movements Training Wing, which comprises the Logistics and Supply Training Squadron at RAF Halton; the Defence Movement Training Squadron at RAF Brize Norton; the Defence Petroleum Training Squadron at MoD West Moors; and Logistics Management Training Squadron at RAF Cranwell.

193. The inspection focused on phase 2 trainees only. Inspectors visited five sites across four of the Defence training schools, as well as headquarters for DCLPA. At the time of the inspection, there were 849 phase 2 trainees. Of these, 15% were female, 52 were under 18, and 107 were not in training. This was the first inspection of headquarters, DCLPA. DSPG, DSTL and 25 Training Regiment have been inspected within the past three years and were all judged good.

### **Overall effectiveness of welfare and duty of care: good**

194. Strategic oversight of welfare and care by headquarters, DCLPA of its five training schools is good. The operational management of welfare and care within the training schools visited is good.
195. Trainees enjoy their training and develop their professional and military skills to the high standards expected. Completion rates are particularly high in several training wings visited.
196. Instructors, staff in the chain of command and welfare staff work closely together, sharing information to ensure trainees receive timely and effective support when needed. The few trainees who sustain injuries are well looked after, although those who are not in training for unacceptably long periods become demotivated.
197. The variable quality and timeliness of maintenance and repairs to the ageing infrastructure and lack of access to wi-fi at several sites continue to have a detrimental impact on the morale of many trainees and staff.
198. Headquarters DCPLA's oversight and management of training require improvement because too many trainees spend too long waiting for training. Additionally, most courses take longer than expected to complete. Too many trainees, particularly in 25 Training Regiment, spend too much time as service personnel awaiting training. The number of service personnel not under training varies across the schools because of the nature and timings of the courses they need to complete. Currently, 35 trainees across DCPLA are personnel awaiting training, accounting for around 4% of all phase 2 trainees. Of the personnel not in training, two were absent without leave, 11 were pending discharge, and 16 were classified medical rehabilitation or awaiting appointments. Many of the 35 personnel have been awaiting training for over 90 days, and the majority for over 120.
199. Accommodation for trainees is much improved at Leconfield where they are in new blocks. Accommodation is good at HMS Raleigh and RAF Brize Norton. However, trainees at Deepcut and Worthy Down are in sub-standard accommodation. The male accommodation blocks at Deepcut are now in reasonable decorative order but have regular, recurring problems with heating, hot water, toilets and lighting. Repairs by the contractor are not always effective or to a satisfactory standard.

200. The small minority of trainees who remain on site at Deepcut and Leconfield for the weekends do not have access to a sufficient range of activities, shops or dining options. Choices at meals times are limited and opening times for facilities and the gym are restricted.
201. Staffing continues to be a high-level concern for headquarters DCLPA and school senior staff, especially with the current uncertainty for civil service staff because of the project to create a new college at Worthy Down and redevelop the Princess Royal Barracks in Deepcut, Surrey. Quarterly reporting highlights gapped posts but the reports do not highlight the potential impact on trainees and their care. So far, senior teams manage the current and potential gaps in civilian posts by using military personnel to minimise disruptions to training, but under-staffing is starting to constrain the capacity of senior staff to make changes and bring about improvements.
202. Senior staff do not use data and management information well enough to hold the schools to account or to identify where performance is improving or declining. Headquarters DCLPA staff do review data well, however, do not routinely use it to hold schools to account over their performance and effectiveness or to analyse which schools, trades and courses are performing better than others, or why. Analysis of data by senior staff is insufficient for them to understand variations between different groups of trainees so that actions can be taken and support provided. For example, it is not clear if foreign and Commonwealth trainees take longer to pass driving courses than British trainees.
203. First-time pass rates vary across courses and most schools monitor these, taking action where appropriate. For example, 25 Training Regiment is careful not to place trainees from the Army Foundation College, Harrogate, together in one group because they are more likely to fail at the first attempt than when they are in mixed groups.
204. The welfare and well-being of trainees who are under 18 are monitored frequently. Arrangements to provide an additional level of mentoring are appropriate and, where necessary, parents, guardians, carers and local authority support workers receive reports on trainees' progress. Trainees' use of social media and online activity are not well monitored. Many trainees are only lately being made aware of the government's 'Prevent' duty. Trainees feel safe.

## **Recommendations**

- Urgently improve the management of training to ensure that service personnel are trained within agreed timescales and training throughput is optimised.
- Ensure that maintenance and repairs to the ageing infrastructure are completed in a timely manner and to high standards.

- Review and improve the weekend opening times and services of shops, gyms and dining facilities at training establishments that are not close to alternative provision.
- Ensure that trainees have adequate access to wi-fi at a reasonable cost so that they can maintain contact with friends and families and carry out research to support learning.
- Make better use of data and management information to identify trends and areas where performance is declining or improving. Use data to hold schools, training wings and training squadrons to account.
- Ensure that vacant posts and uncertainties in staffing during this period of change do not have a negative impact on training and trainees' welfare and care.

## Royal Armoured Corps Training Regiment (RACTR)

205. The Royal Armoured Corps Training Regiment (RACTR) is part of the Armour Centre based in Bovington, Dorset. The commanding officer (CO) RACTR is responsible for all phase 2 training of Household Cavalry, Royal Armoured Corps (RAC) officers and soldiers, and soldiers of the Royal Engineers and Royal Electrical and Mechanical Engineers who are assigned to armoured units. Phase 2 training courses take between 22 and 25 weeks, depending on role and vehicle type. In practice, because intake dates from initial training group establishments differ, trainees (known as 'recruits') typically spend at least two additional weeks as service personnel awaiting training.<sup>2</sup>
206. While they are awaiting training, recruits join Centurion Troop. Training staff in Centurion Troop take responsibility for recruits' training and activities and provide additional support for their welfare and care, while they are awaiting return to their training troop.
207. RACTR has an annual intake of around 450 recruits. Current numbers are below the target of 525 for 2016/17, which has been set high in an attempt to increase training pipeline throughput.

### Overall effectiveness of welfare and duty of care: requires improvement

208. The leadership and management of welfare and care for recruits and permanent staff require improvement. The CO sets high expectations for standards and continuous improvement through a clear ethos paper and through the SCD and detailed commander's risk assessment. These documents focus well on the needs of different groups of recruits, including those who are under 18 and care leavers. However, actions to resolve the contractual problems that increase the numbers of service personnel awaiting training, and the management of contracts to repair the gym floor and to improve the quality of food have been ineffective. This has a serious impact on recruits' experience and well-being while at RACTR.
209. Staff manage the complex training pipeline well. However, increasing throughput, without additional liability or posts, heightens the strain on welfare and care arrangements. For example, posts in Centurion Troop are unestablished and are sustainable only while throughput remains below maximum capacity.
210. At the time of the inspection, recruits were spending too long as service personnel awaiting training. This was because of insufficient capacity in the category B driver training contract and also because of poor maintenance by

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<sup>2</sup> RACTR refers to its phase 2 soldiers as 'recruits' to differentiate them from its large numbers of phase 3 trainees. This is a variation from the usual practice of referring to soldiers in phase 2 as trainees, but its use in this report would cause confusion.

the contractor of the tanks needed to train tank drivers. These contractual concerns have been raised to 2\* level but resolving them is taking too long and leading to increased welfare and care risks at RACTR.

211. Good progress has been made on the majority of areas identified as requiring improvement at the previous inspection. Outcomes have improved slightly since then and remain good.
212. Recruits enjoy their training. They benefit from very good accommodation and pastoral support. RACTR staff monitor recruits identified as 'at risk' extremely closely, particularly those where there are welfare, disciplinary, medical or performance concerns.
213. Recruits have good access to a wide range of physical training facilities, a fitness suite and a swimming pool. These are mostly fully functioning and well maintained. However, the floor of the main gym is broken in many places and has been in this poor state for too long. Although risk mitigation is in place, this facility is a significant health and safety concern.
214. The quality of food in the mess remains poor in too many instances. Further, urgent work is needed to ensure that the quality is consistently good and that recruits understand the calorie content and health benefits of their choices.
215. The documents designed to pass information about all recruits from phase 1 to phase 2 training establishments are far too complex. This has contributed to the very poor information flow to RACTR and elsewhere. Despite planned improvements, very little information about recruits currently passes from phase 1 units to RACTR. This requires urgent improvement.
216. Details about the small number of recruits sent home to recuperate from a medical condition are entered on the wounded, injured and sick management information system register. These recruits receive weekly phone calls from designated RACTR staff. They should also receive home visits every two weeks: this is not happening.
217. During their RACTR induction, recruits receive effective, well-considered presentations about online safety and the careful use of social media. This briefing is reinforced through refresher training and through posters on the RACTR site. However, neither recruits nor staff have received any training or information about the 'Prevent' duty and their responsibilities under this legislation.
218. Staff underuse the data from the recruit training survey (RTS) to inform continuous improvement.
219. Leaders are aware of most areas of weakness. Self-assessment includes valuable input from regular reports by independent advisory panels. The CO continues to press for early action in cases where the responsibility for resolving welfare and care concerns rests with higher command.

## Recommendations

- Improve the quality of food in the mess. Ensure that the quality is consistently good and that staff display nutritional information clearly for each menu.
- Resolve the contractual and maintenance problems that cause bottlenecks and significant delays in training for tank drivers and those who need a category B driving licence.
- Use data more effectively to inform continuous improvement, including ensuring that staff secure RTS feedback from all recruits on completion of their courses.
- Ensure that staff fully understand their responsibilities under the 'Prevent' legislation, and that recruits understand the dangers of extremism and radicalisation.
- Ensure that RACTR training staff receive a phase 1 report on every recruit before they arrive. These should provide an accurate pen-picture of each recruit and identify those who have SpLDs.
- Secure funding urgently to replace the rapidly deteriorating suspended wooden floor in the main gym. In the interim, ensure that staff assess and closely manage the significant health and safety risks it poses to recruits.
- Monitor more closely injury rates following all types of physical training.
- Ensure that recruits who are recuperating at home from sickness or injury receive visits every two weeks to check on their welfare.

## HMS Flying Fox

220. HMS Flying Fox is a Royal Naval Reserve (RNR) unit in the South West and is located in Bristol. The Unit has five permanent administrative and training staff.
221. The unit is successful in attracting new RNR personnel who are then recruited through the AFCO system. Staff support recruits while they are waiting for medical clearance, then provide in-unit phase 1 training, which is completed through a two-week confirmation course at HMS Raleigh. On recruits' completion of phase 1 training, staff conduct in-unit phase 2 preparation training and arrange places for recruits on short phase 2 courses at the relevant RN lead establishments.
222. Training evenings are held at HMS Flying Fox on weekday evenings and during weekends when there is a training need. During the inspection, approximately 40 recruits, trainees, qualified ratings and officers were in training.

## Overall effectiveness of welfare and duty of care

223. Reserve recruits have to wait too long before they can complete pre-joining medicals. Once attested, Recruits enjoy their courses and feel very well supported by their trainers. All current phase 1 recruits make the planned progress to ensure that they are ready for the phase 1 confirmation course that completes their initial training.
224. Staff at Maritime Reserves headquarters, assisted by the Regular service representative, recently reviewed arrangements for ensuring the welfare of Reserve recruits and trainees, following direction from RN staff. A well-documented range of processes now provides a solid foundation to evaluate the quality of welfare and care.
225. Arrangements to ensure that the training and welfare needs of recruits are met are effective. Officer and rating recruits are very well supported and enjoy learning at the unit.
226. Staff receive written feedback on recruits' and trainees' performance following the completion of many external courses, such as the Accelerated Officer Programme. However, mechanisms for securing recruits' feedback about the quality of the courses and what required improvement are insufficient.
227. Senior staff do not focus the self-assessment report enough so that it evaluates the strengths of welfare and care arrangements succinctly and identifies clearly the areas that need improvement. They have not linked it adequately to the quality improvement plan to allocate responsibilities for actions and to prioritise targets for completing them.
228. The CO's supervisory care directive focuses well on recruits' needs, particularly on the care responsibilities for new entrants and the small number of recruits

who are under 18. Senior staff should ensure that all initial training instructors have DBS checks to reduce further any risk to the very small numbers recruits aged under 18.

229. The CO holds effective monthly meetings with the executive officer and Royal Naval staff officer. At these meetings, they review the progress of every recruit and trainee and any risks to training are identified and discussed. Although senior staff identify a range of risks and take action to help recruits and trainees succeed, there is no separate risk register that identifies mitigation strategies.
230. Instructors are all either DIT or Defence Train the Trainer v2 (DTtTv2) qualified. The CO has introduced a positive performance coaching culture that supports staff, including trainers, to improve. Plans are also well advanced to introduce an RNR-specific variant of the DTtTv2 course. This should increase training capacity, thus enabling more trainers to upgrade their practice.

## **Recommendations**

- Reduce the time taken to complete pre-joining medicals.
- Consider carefully the need for DBS checks for instructors who carry out initial recruit training.
- Ensure that instructors attend the DTtTv2 course at the earliest opportunity and make best use of opportunities afforded by the development of a RNR-specific DTtTv2 to improve trainers' preparation.
- Develop the self-assessment processes and report to evaluate more concisely the strengths and weaknesses of welfare and care at HMS Flying Fox.
- Secure formal post-course feedback from those who attend external courses.
- Monitor individual recruits' progress and reduce the risks that might slow this or prevent them completing their training successfully.
- Develop and maintain a risk register that records factors affecting recruits' progress and the actions taken to mitigate any risks.

## RNAS Culdrose

231. RNAS Culdrose is situated on the Lizard Peninsula, Cornwall. It is primarily an operational air station, but it is also responsible for a wide range of phase 2 specialist training. The large majority of phase 2 trainees are on the Naval Airman Aircraft Handlers Qualifying (AH) or the Air Engineering Technicians (AET) courses. Smaller numbers of officers, senior and junior ratings undertake the following: basic flying training for ab initio observers; sensor operators' lead-in courses; initial acoustic course; aircraft conversion phase and operational conversion phase for pilots, observers and aircrew on Merlin Mk2; medical assistants and dental nurses; survival equipment courses; air engineering officers certificate of competence training and continuation training for air traffic controllers.
232. Reporting to a lieutenant commander, training management school (TMS) staff manage or monitor the progress and performance of all phase 2 officers and ratings at RNAS Culdrose. The lieutenant commander of training sets up case conferences whenever a phase 2 trainee's performance is causing concern. These conferences either make decisions about trainees or provide recommendations if the trainee belongs to an operational squadron.

### **Overall effectiveness of welfare and duty of care: good**

233. Outcomes for trainees are good. Overall pass rates are high and drop-out rates are low.
234. Trainees rapidly develop good practical skills and benefit from five PT sessions each week that help them to maintain the required level of fitness.
235. Staff do not reinforce sufficiently the messages about online safety delivered during induction. Further, trainees have not had enough support to recognise and avoid the danger of radicalisation and extremism.
236. Phase 2 trainees at RNAS Culdrose benefit from good welfare and care arrangements. TMS staff coordinate and manage strong arrangements to monitor and manage trainees who are at risk. Divisional officers (DOs) know their trainees well and provide good support. However, DOs keep their records of this support in individual folders, so that they are not easily available for reference if another DO also needs to provide support. Staff manage sailors not in training well.
237. Trainees' living accommodation is good. Trainees have small four-man rooms with a good number of lockers and good storage. Designated clothes-washing and drying areas are clean and well managed. However, trainees do not have access to a phase 2 area outside their accommodation blocks for socialising and relaxing.
238. Poor mobile telephone reception across the site makes it difficult for trainees to stay in contact with family and/or friends. Many trainees also find it difficult to

afford the wi-fi access costs. Staff do not provide enough information in the accommodation blocks about staying safe online, although these are where trainees mostly access the internet.

239. In the vending area, a gaming machine, with a maximum pay out of £250, is easily accessible for any user of the site. Staff cannot and do not adequately monitor its use by under-18s.
240. Staff have worked hard but largely unsuccessfully to manage an ongoing, year-long heating failure in the classrooms and offices in TMS and ETS. Despite alternative temporary heating, the schools' working and training environments require improvement. Several sets of toilets are also closed because of maintenance problems, although alternatives are available on different floors.
241. Leadership and management of welfare and care are good. The structures for managing and monitoring welfare and duty of care of phase 2 trainees are appropriate and effective. The lieutenant commander of training and his staff manage well, and closely monitor, the wide variety of phase 2 trainees throughout the establishment.
242. In the self-assessment report, senior staff accurately evaluate the quality of welfare and care and identify most of the areas that require improvement. The quality improvement plan and commander's risk assessment are frequently updated. These include evaluative statements and improvement actions. However, the self-assessment report is too descriptive and does not focus enough on the actions required for improvement.
243. Support for training from FLEET is not effective in providing staff at RNAS Culdrose with enough information to manage training. For example, Culdrose training staff do not benefit from the work undertaken by Flag Officer Sea Training staff to adapt defence-wide documents for use in RN training. TMS staff do not visit other training establishments routinely to learn from different approaches and to share good practice.

## Recommendations

- Ensure that heating, toilets and showers are repaired with the utmost urgency and ensure that TMS and ETS training offices and classrooms adequately meet the needs of staff and trainees.
- Improve access to wi-fi for phase 2 trainees so they can complete online research and stay in touch with families. Include information about mobile telephone signals in joining instructions.
- Provide a dedicated area where phase 2 trainees may socialise and relax that is not in their accommodation block.
- Ensure that e-safety reminder posters are prominent in the areas where trainees can gain access to the internet and that their understanding of the dangers of radicalisation and extremism improves.

- Ensure that the self-assessment report is more concise and evaluative in order to identify more clearly all the areas that require improvement.
- Urgently improve the monitoring of gambling machine use in the vending area and ensure that personnel under 18 cannot use it.

## Defence College of Health Education and Training (DCHET)

244. DCHET comprises a small headquarters and continuous improvement group, a training development wing and two training schools: the Defence School of Healthcare Education and the Defence School of Healthcare Training. Most training is delivered at Whittington. Some elements of specialised training are delivered at the Royal Centre for Defence Medicine, Birmingham; Birmingham City University; and the Joint Service School of Exercise Rehabilitation Instructors, Headley Court.
245. The DCHET headquarters coordinates all college activity to facilitate healthcare training and education, and IT security across the DCHET. The training development wing is responsible for managing training design, development and validation. The joint support unit provides support to all units across the DMS (Whittington) site and specifically to DCHET in order to help deliver training and education.
246. The purpose of this inspection was to look at progress made against the key concerns raised at the previous inspection in January 2016.

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

247. The overall effectiveness of the management of welfare and care for trainees at DCHET remains good. Staff across DCHET understand what is needed to support trainees. Trainees also understand who they should contact for support and feel they can consult staff when they have a concern.
248. Overall pass rates on most courses remain good. However, the Defence Medic Course is too difficult at the early stages for some trainees, causing too many to fail the first module. This problem is likely to be solved with the reintroduction of the common core programme.
249. Trainees receive appropriate support and introductory information about the course during their phase 1 training and are suitably prepared. However, information available to them during recruitment before phase 1 training was not up to date and nor was it helpful in preparing them for what they would encounter during phase 2.
250. The trainee management board remains a strong feature of the DCHET, providing staff with good information and detail to look after trainees who have welfare, pastoral or academic concerns.
251. The overall numbers of trainees not in training have significantly reduced. Phoenix Squadron has helped to provide a location and focus for the larger numbers of soldiers not in training earlier in the year. At the time of the inspection, 20 Army trainees who had recently arrived from Army Training Centre, Pirbright, were awaiting the start of a course in February. An improved and useful programme of activities ensured that they were kept busy preparing for training.

252. Problems related to soldiers not in training are particularly acute for Army personnel. DCET receives trainees directly from Army phase 1 establishments, some of whom still have to wait a considerable time before their course starts, which places excessive pressure on the staff at DCET. Trainees in the RAF and RN are retained in their phase 1 establishment until immediately before the start of their courses, preventing a build-up at phase 2 of those not in training.
253. Access to wi-fi has much improved and it now provides trainees with the means to retain contact with families and friends, and to carry out online research. Staff control the use of wi-fi effectively to manage any trainees' excessive use and repeated access to inappropriate sites.
254. Accommodation, welfare facilities and overall support for trainees remain good. Food remains good. A good variety is provided at each meal, including healthy options. All food is labelled and signs clearly indicate healthy options, as well as the key ingredients and price. Catering contractor and military staff respond quickly to comments and work hard to meet their customers' needs.
255. The self-assessment report is overly long and too descriptive. It lacks sharp judgements based on reliable data used to indicate targets or progress. The report slavishly follows the questions in the common inspection framework rather than contextualising the framework for use in welfare and duty of care inspections. As a result, a number of strengths in welfare and duty of care are not recognised in the self-assessment report.
256. A robust process for observing teaching and learning ensures that all trainers are observed twice annually, usually by subject-specific observers. New trainers are well supported. Staff conduct additional observations in the training development wing and use these to inform improvement there. However, these reports generally provide too much detail on what the trainers were doing, and do not focus enough on what the trainees were able to do or on the progress they made in their learning.

## **Recommendations**

- Review the self-assessment process to ensure that the report is more concise and reflects the strengths and area for improvement identified in the quality improvement plan.
- Review the methods used to manage and support Army trainees, in conjunction with their phase 1 establishments.
- Ensure that the promotional material available to recruiters and on the single-Service and Defence websites is up to date and accurately reflects the content and levels of difficulty of the courses trainees will complete during phase 2.
- Improve the management of the Army trainees held at DCET awaiting the start of the common core course, possibly by managing such personnel directly from phase 1 establishments, as is the case with RN and RAF personnel.

## No 2623 (East Anglian) Squadron Royal Auxiliary Air Force Regiment

257. 2623 Squadron at RAF Honington, through the 20 (Defence Chemical, Biological, Radiation and Nuclear [CBRN]) Wing RAF Regiment, is responsible for recruiting and training officers and gunners into the Royal Auxiliary Air Force Regiment within the catchment area of East Anglia. The squadron also specialises in CBRN, more specifically bio-sense and hazard management.
258. The co-location of 2623 Squadron with RAF Regiment field squadrons and training wing at RAF Honington gives trainees the opportunity to see operational squadrons at first hand and interact with the graduates of RAF Regiment training.
259. The squadron delivers the modular pre-Basic Recruit Training Course (BRTC) course over four weekends as well as a pre-OMEGA course, delivered over three weekends (6 days), and a range of phase two and three courses. The BRTC training course is now delivered at RAF Halton.

### Overall effectiveness of welfare and duty of care

260. Many recruits report that the health clearance process, carried out by an external contractor (Capita) is poorly administrated and unnecessarily lengthy. They report that medical assessments, including hearing tests, are carried out in inappropriate surroundings, for example in open offices. Contractor staff often ask recruits to return for additional appointments, or recruits are inconvenienced by appointments cancelled at short notice, which lowers morale and causes delays to the start of their BRTC.
261. Senior officers have successfully created a culture in which the welfare of Reserve recruits is given high prominence. The quality of the welfare and care arrangements ensures that the majority of recruits who remain for the duration of their training succeed.
262. Senior officers have developed excellent relationships with other units and training establishments to mitigate the impact of the transfer of recruits to RAF Halton for parts of their training. Staff provide clear records of training performance and details of 'at risk' recruits to training staff at RAF Halton. Training staff at RAF Halton provide useful training summaries to individual recruits and training staff at RAF Honington on completion of the BRTC course. Joint working with staff from 3 Police Wing has resulted in a collaborative arrangement to deliver the common elements of the pre-BRTC course with training staff from 3 (Tactical) Police Squadron (3 (T)PS).
263. Staff at all levels work strenuously to identify and meet the welfare and support needs of Reserve recruits. Training staff use their professional judgement about whether or not to contact next of kin to discover the reasons for recruits' non-attendance. However, there is no clear, agreed escalation policy. An informal

welfare review meeting is held each week to discuss non-attendance and any 'soft' intelligence about the recruits' well-being.

264. Facilities for recruits are limited but this has little negative impact on Reserve recruits because of the intermittent and short nature of their attendance.
265. On arrival, trainers provide Reserve recruits with a good level of information about the course structure and establishment facilities. As a result, recruits know who to turn to for help and support should they be struggling with any aspect of their training or have any personal difficulties they need to discuss. However, there is not enough joining information about the accommodation at Barnham Camp: a somewhat remote and unsupported facility. Recruits were unclear about restrictions on their movements during their pre-BRTC training, or about the lack of welfare facilities on the Barnham Camp site.
266. Reserve recruits enjoy good quality food in the cookhouse; menus are suitably varied and appealing. Catering staff closely monitor the quality of food and respond quickly to the few concerns that recruits raise. However, training staff do not emphasise enough the need for hygiene and hand washing at entry points to the cookhouse.
267. Officers and NCOs regularly collect feedback from Reserve recruits through end-of-course/weekend critiques. However, these focus on the training process and do not include welfare aspects, such as accommodation and food.
268. A small number of training staff posts are 'gapped'. The impact of this is currently mitigated through joint working with training staff from 3 (T)PS and the efforts of current training staff.
269. There are no medical staff, and there is no medical centre available on site during the weekend. A member of training staff accompanies Reserve recruits who need out-of-hours or urgent medical services to the nearest NHS accident and emergency department. Since 2016, recruits have been offered an opportunity to attend the station medical centre on the next working day, however, few recruits take this up because they prefer to return home and rely on their local NHS services.
270. The RAF Honington chaplaincy service offers good support from outside the chain of command. The Padre provides useful support to the commanding officer and very welcome support to Reservist recruits identified as 'at risk'.
271. Arrangements for managing Reserve recruits who are sick or injured during training require further improvement. Senior officers are unable to monitor injury rates and the impact of injuries on recruits' careers because Reserve recruits have to undertake treatment and recovery at NHS facilities. Information from these consultations is not shared with the unit by NHS staff.
272. Senior officers do not analyse data sufficiently to monitor all aspects of the outcomes for Reserve recruits. Training staff examine performance data and

analyse feedback, but identifying significant trends is difficult because of the small number of recruits.

273. Improvement action plans for wider welfare and care lack clear success criteria and milestones.

## **Recommendations**

- Urgently examine the arrangements for Reserve recruits who are injured during training and ensure that lines of communication and responsibility for their safety and welfare are improved. Staff should carry out more thorough follow-up activity to check on Reserve recruits' treatment and recovery outside military care systems.
- Improve the management and monitoring of the health clearance process, carried out by the external contractor, to minimise delays between attestation and the start of BRTC.
- Fill existing vacant staffing posts without delay.
- Formalise the arrangements for welfare support outside of the chain of command to meet the reasonable needs of Reserve recruits.
- Agree a clear, effective escalation policy to monitor and manage non-attendance of those who are expected to report for each training period.
- Implement formal monitoring of recruits who are not completely fit but still report for training.
- Ensure that staff emphasise sufficiently the need for hygiene and hand washing at entry points to the cookhouse.
- Ensure that all recruits receive enough information about the welfare facilities at Barnham Camp.
- Include accommodation, food and all other aspects of welfare and care when evaluating training.

## Annex A. Summary of outcomes of inspections

<b>Establishment</b>	<b>Service</b>	<b>Overall effectiveness</b>	<b>Outcomes for recruits and trainees</b>	<b>Quality of welfare and duty of care</b>	<b>The effectiveness of leadership and management</b>
RAF Honington (RAF Regiment)	Royal Air Force	2	2	2	2
HMS Collingwood	Royal Navy	2	2	2	2
Joint Intelligence Training Group, Chicksands	Defence	1	1	1	1
Infantry Training Centre, Catterick	Army	1	2	1	1
Defence College of Logistics, Policing and Administration	Defence	2	2	2	3
Royal Armoured Corps Training Regiment	Army	3	2	2	3
RNAS Culdrose	Royal Navy	2	2	2	2
Defence College of Health Education and Training (DCHET)	Defence	2	2	2	2
Army Training Regiment (Grantham)	Army	3	3	3	3
HMS President	Royal Naval Reserve	ungraded			
HMS Cambria RNR	Royal Naval Reserve	-			
RMR London	Royal Marines	-			
131 Commando Field Squadron Engineers	Royal Marines	-			
94 (Berkshire Yeomanry) Signal Squadron	Army	-			
3rd Battalion Princess of Wales' Royal Regiment	Army	-			
HMS Flying Fox RNR	Royal Naval Reserve	-			
2623 (East Anglian) Squadron RAAFR	Royal Auxiliary Air Force	-			

	Regiment			
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## Annex B. Inspection dates

### Welfare and duty of care, Regular and Reserve Forces

Regular establishments	Inspection end dates
RAF Honington (RAF Regiment)	14 September 2016
HMS Collingwood	21 September 2016
Joint Intelligence Training Group, Chicksands	5 October 2016
Infantry Training Centre, Catterick	5 October 2016
Defence College of Logistics, Policing and Administration	23 November 2016
Royal Armoured Corps Training Regiment	30 November 2016
RNAS Culdrose	7 December 2016
DCHET	18 January 2017
Reserve establishments	
Army Training Regiment (Grantham)	1 October 2016
HMS President	18 October 2016
HMS Cambria RNR	19 October 2016
RMR London	19 October 2016
131 Commando Field Squadron Royal Engineers	15 November 2016
94 (Berkshire Yeomanry) Signal Squadron	15 November 2016
3 <sup>rd</sup> Battalion Princess of Wales' Royal Regiment	16 November 2016
HMS Flying Fox RNR	8 December 2016
2623 (East Anglian) Squadron Royal Auxiliary Air Force Regiment	21 January 2017

## Annex C. Ofsted's terms of reference

Ofsted will:

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

Related activity will include the following:

- inspection of training establishments, including some not previously inspected
- inspection preparation workshops for military personnel
- participation in senior level briefings and dissemination events
- assistance in the development of good practice
- a programme of training events for appropriate staff from the Ministry of Defence
- provision of a report that comments on the care and welfare provision in place to support those joining and undergoing initial training in the Armed Forces.

The Ministry of Defence seeks to achieve the following:

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

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

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