

Welfare and duty of care in Armed Forces initial training

Ofsted's report to the Minister for Defence People and Veterans

Contents

| | |
|--|-----------|
| Ministerial foreword | 4 |
| Background | 8 |
| Key recommendations for improvement | 11 |
| Regular training | 11 |
| Reserves training | 12 |
| University Officer Training Corps training | 13 |
| The progress made by establishments since their previous inspections | 14 |
| Detailed findings | 15 |
| Summary statement of key weaknesses | 15 |
| Outcomes for recruits and trainees – Regular training establishments | 16 |
| Outcomes for recruits and trainees – Reserve training establishments | 19 |
| Outcomes for recruits and trainees – University Officer Training Corps | 21 |
| Impact and effectiveness of arrangements for and management of welfare and duty of care – Regular training establishments | 23 |
| Impact and effectiveness of arrangements for and management of welfare and duty of care – Reserve training establishments and parent units | 29 |
| Impact and effectiveness of arrangements for and management of welfare and duty of care – University Officer Training Corps | 32 |
| Summary reports in date order – Regular establishments | 34 |
| Army Training Centre (Pirbright) | 34 |
| RAF Honington | 37 |
| MoD Lyneham (Defence School of Electronic and Mechanical Engineering and the School of Army Aeronautical Engineering) | 39 |
| RAF Halton Recruit Training Squadron | 42 |
| Army Training Unit, Northern Ireland (ATU (NI)) | 44 |
| 25 Training Regiment | 46 |
| 11th (Royal School of Signals) Signal Regiment | 49 |
| Army Training Regiment Grantham (ATR(G)) | 52 |
| HMS Collingwood | 54 |
| Defence School of Transport, Leconfield | 56 |
| HMS Raleigh | 58 |
| HMS Sultan | 61 |
| Summary reports in date order – Reserve establishments | 63 |
| Royal Marines Reserves, Scotland (Belfast Detachment) | 63 |
| 206 (Ulster) Battery, Royal Artillery | 66 |
| 502 (Ulster) Squadron Royal Auxiliary Air force | 68 |

| | |
|--|-----------|
| HMS Hibernia | 70 |
| 4624 (County of Oxfordshire) Movements Squadron, Royal Auxiliary Air Force | 72 |
| Summary reports in date order – University Officer Training Corps | 74 |
| East Midlands University Officer Training Corps | 74 |
| University of London Officers Training Corps | 76 |
| Northumbrian Universities’ Officer Training Corps | 78 |
| Exeter University Officer Training Corps | 81 |
| Wales Universities Officers’ Training Corps | 83 |
| Annex A. Inspection dates | 85 |
| Annex B. Ofsted’s terms of reference | 86 |

Ministerial foreword

This is the eleventh Ofsted annual report into the Welfare and Duty of Care of trainees as they transit Armed Forces initial training. I am pleased that the report has detailed that the delivery of Welfare and Duty of Care across the military training estate continues the general trend of improvement. It is also encouraging to see that the scope of the inspections has been widened to provide assurance of the University Officer Training Corps (UOTCs).

The 2018/19 inspection period ran from Sep 18 until Feb 19, in which a total of 22 inspections were conducted, these included; 12 inspections of Regular training establishments, 5 of Reserve forces units and 5 of University Officer Training Corps (UOTCs). Eleven of the 12 units that were graded, received a good or outstanding grade. At the only establishment to receive a requires improvement grading, RAF Honington, new infrastructure works are underway, these will improve heating, electricity and earthing on site. The RAF are also currently conducting an assessment of the requirement for improvements in infrastructure at RAF Honington, with design and construction work potentially taking place from FY20/21 onwards.

The MoD will continue to work to assess a range of areas to improve training estate infrastructure particularly trainee accommodation hot water and heating.

Ongoing improvement to the recruiting process, and pre-entry medical screening, will serve to resolve the difficulties being experienced by Reserve applicants; this forming a key aspect of wider continuous improvement of our Medical Employment Policies for the Armed Forces.

Following recommendations made in the report my officials have been working closely with Ofsted and representatives from the training establishments to develop and improve self-assessment and the management of data collected during training. This will help improve still further our understanding, drive the development of improved policy and reduce the risk of trainee voluntary withdrawal and failure in the future.

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

A handwritten signature in black ink, appearing to read "Tobias Ellwood". The signature is fluid and cursive, with a large loop at the end.

The RT Hon Tobias Ellwood MP

Preface

This is Ofsted's eleventh annual report on the effectiveness of welfare and care arrangements for recruits, trainees and officer cadets in Armed Forces initial training. It is the third 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 during the year.

For the first time this year, inspectors visited university officer training corps to inspect welfare and care arrangements for officer cadets. These establishments play an important part in training potential officers for the Army Regulars and Reserves. This area of inspection will extend to university Royal Navy units and to RAF university air squadrons in coming years. At each of the five corps visited, inspectors were impressed by the dedication of staff. Senior officers gave clear direction and led by example. Staff of all ranks worked very hard to understand the needs of their cadets, and to give them a challenging and wide-ranging introduction to military life. Officer cadets were confident, strongly focused on training and personal goals, and valued highly the support they received from staff.

This was the fifth year in succession that inspectors visited both Regular and Reserve establishments across each of the Armed Services. As in previous years, inspectors did not grade provision at Reserve units. Inspectors did grade leadership and management, the quality of welfare and care arrangements, and outcomes for recruits and trainees at Regular Forces establishments. In eleven of the twelve Regular establishments visited this year all three key judgement areas were at least good. Only one establishment was judged to require improvement in one key judgement area.

At RAF Honington, the quality of welfare and care arrangements required improvement. The judgement was based largely on the poor condition of infrastructure and accommodation for trainees and staff. Senior and other staff spent too much time dealing with failing heating and water systems, without being able to arrive at lasting solutions. Trainees suffer from poor quality accommodation, and long periods without hot water and heating in their blocks.

Three establishments were judged outstanding for all three key judgement areas this year. These were the Army Training Regiment, Grantham (ATR(G)); the Army Training Unit, Northern Ireland (ATU (NI)); and the Defence School of Transport at Leconfield (DST).

In 2016/17, provision at ATR(G) required improvement in all areas. Staff have worked exceptionally hard and very successfully across the past eighteen months to make significant improvements to welfare and care arrangements for the Reserve personnel who train at this unit. Inspectors were impressed by the quality of welfare

and care arrangements, the strength of self-assessment and quality improvement planning. Senior staff set high standards and provide clear direction; staff rise to these high expectations and work very hard to ensure recruits are well cared for and managed.

At the ATU (NI), the commanding officer sets the highest expectations for the welfare, care and training of recruits. As a result, staff throughout the chain of command perform at very high levels and take their responsibilities for recruits' welfare very seriously. Trainers benefit from extensive, high quality continuing professional development activities and frequent helpful feedback on their performance. Training and welfare staff make sure that they get to know recruits well and quickly, so they can provide them with excellent support from the outset.

At the DST, trainees benefit from a well-managed multi-layered welfare system that provides very good pastoral care and strong welfare arrangements. Welfare staff and non-commissioned officers in squadron provide a close network of support. They quickly identify trainees at risk or in need of additional support. Staff work hard to gather a good range of valuable information about prospective trainees from their phase 1 establishments. Physical training, welfare, dining and medical facilities are high quality and well managed. Senior staff plan improvements well and monitor their progress effectively.

While three establishments were outstanding, and many showed signs of improvements over previous years, inspectors found too many key weaknesses that had been identified in previous years.

As in 2016/17, and 2017/18, Reserve recruits continue to experience frustrations in the recruitment process. Poor communications from recruiters and cancellations of medical appointments with little or no notice were common. Again, inspectors heard about many potential recruits who had abandoned their attempts to join the Reserve forces. Also, for too many potential Reserve recruits, medical decisions relating to minor childhood injuries were a block to their joining the Reserves. Many applicants approached their units and received help to successfully appeal such decisions. These appeals did eventually allow well qualified and willing volunteers to join the Reserve Forces, but they took up much staff time.

As reported in each of the past three years, too many Regular recruits, cadets and trainees suffer discomfort and disruption because of poor accommodation, failing hot water and heating. Damaged, worn and poorly maintained accommodation blocks remain a feature of too many establishments. Even in otherwise outstanding establishments like the ATU (NI), accommodation blocks are beyond their planned life and provide sub-standard accommodation for recruits. Staff and contractors must work very hard to maintain ageing blocks. At establishments with old accommodation hot water and heating systems, such as Recruit Training Squadron at RAF Halton, HMS Collingwood, HMS Raleigh, HMS Sultan, 25 Training Regiment, and RAF

Honington, staff spend a great deal of their time dealing with recurrent breakdowns in heating and hot water systems. Recruits and trainees are frustrated and disappointed by their experience of these environments.

In most Regular and Reserve units and in all University Officer Training Corps (UOTCs), self-assessment and quality improvement planning was poor. Staff do not identify and evaluate strengths and weaknesses with enough rigour. In many establishments, staff do not use management information effectively to analyse and improve outcomes for groups or cohorts of recruits, trainees and officer cadets.

The progress that most establishments have made is encouraging. Inspectors observed much good work and some outstanding practice this year. However, too many of the recommendations made in this report refer to weaknesses identified and reported on in each of the reports I have presented previously.

Staff frequently work against a background of serious problems with infrastructure, accommodation and facilities. The need to deal with these longstanding problems takes up much staff time that could otherwise be directed towards improvements in training, welfare and care.

Staff at several Regular establishments this year had to spend a disproportionate amount of time dealing with recurrent infrastructure failings. For Regular establishments, these problems have been reported for the past seven years, with little lasting improvement. During the first year of inspecting UOTCs, inspectors also noted that a lack of planned maintenance was starting to have a negative impact on training.

Senior staff across Defence must act upon this report with determination to deal with those persistent areas for improvement that have appeared in previous reports and feature again this year.

A handwritten signature in black ink that reads "Amanda Spielman". The script is fluid and cursive.

Amanda Spielman

Her Majesty's Chief Inspector, Ofsted

Background

Ofsted inspects the welfare and care arrangements for recruits, trainees and officer cadets in phase 1, phase 2 and University Officer Training Corps training establishments. 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 for their first professional role. 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.

Ofsted's detailed inspection remit (Annex B) 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.

This report draws on evidence from 12 inspections of Regular forces' training establishments, five inspections of Reserve forces' training establishments and, for the first time, five inspections of University Officer Training Corps. Inspectors made the 22 visits between September 2018 and February 2019. Annexe A provides further details.

Of the 22 training establishments and parent units visited during 2018–19, one was an initial training establishment providing training for Army Regular forces (Army Training Centre (Pirbright)); one was an initial training establishment providing training for the Royal Air Force (Recruit Training Squadron, RAF Halton), and one was an initial training establishment providing training for the Royal Navy (HMS Raleigh). Six establishments provided phase 2 training for Army, Royal Air Force (RAF) and Royal Navy (RN) Regular forces: 25 Training Regiment; 11th (Royal School of Signals) Signal Regiment; MoD Lyneham, 8 Training Battalion, REME; RAF Honington; HMS Collingwood; HMS Sultan). Two establishments provided Army Reserve training: (Army Training Regiment (Grantham), Army Training Unit (Northern Ireland)); one was a parent unit for Army Reserve recruits (206 (Ulster) Battery, Royal Artillery); one was a parent unit for Reservists in the Royal Navy (HMS Hibernia); one was a Royal Marines Reserve parent unit (RMR Scotland, Belfast Detachment); two were Royal Auxiliary Air Force squadrons: 502 (Ulster) Squadron,

4624 (County of Oxford) Movements Squadron; one was a Defence establishment (the Defence School of Transport). No Joint Forces Command establishments were inspected this year.

This year, inspectors made ungraded visits to five Reserve training establishments and two graded visits to Army training establishment responsible for modular and/or consolidated Reserve training. During modular and consolidated training, Army Reserve recruits leave their parent units to attend courses at Reserve training establishments. Most 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. On successfully completing phase 1 (Alpha), soldiers of the Army Reserve attend the residential phase 1 (Bravo) course at the Army Training Centre (Pirbright), Army Training Regiment (Grantham) or Army Training Unit (Northern Ireland).

In the first set of visits to University Officer Training Corps, inspectors went to the East Midlands Universities Officer Training Corps, the University of London Officers Training Corps, the Exeter University Officer Training Corps, the Northumbrian Universities' Officer Training Corps and the Wales Universities Officers' Training Corps. These are Army Reserve units that recruit exclusively among university students. There are 19 of these units across the UK. Their aim is to train the future generation of officers for both the Regulars and Reserves. However, officer cadets (OCdts) are not required to join the Army Regulars or Reserves after university. The training headquarters for the UOTCs is Sandhurst Group (SG), located at the Royal Military Academy, Sandhurst. The Army Recruitment and Initial Training Command provide the specifications for training, quality monitoring and support. To complete the training objectives as stipulated by the SG, OCdts must attend training evenings on 19 weeks, attend seven training weekends and take part in an annual deployment exercise.

Each Regular training establishment received no more than 24 hours' notice of its inspection visit; Reserve training units received around one week's notice, and UOTCs received around 10 days' notice.

Inspections lasted for one or two days, according to the size of the establishment and the numbers of recruits, trainees or officer cadets attending courses. Inspectors applied the principles in Ofsted's common inspection framework 2012, contextualised for the Ministry of Defence, to guide the inspection.¹

¹ 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. *Common inspection framework for further education and skills* (090106), Ofsted, 2012;

At all establishments, inspections focused on:

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

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

Key recommendations for improvement

Regular training

- Ensure that infrastructure and accommodation provide suitable and serviceable living, training and welfare facilities for recruits, trainees and staff.
- Monitor closely the work of contractors to ensure that they make repairs to infrastructure and buildings promptly and to a good standard.
- Reduce staffing gaps in key posts, especially so that units do not lack training staff, physical training instructors, welfare staff, medical centre staff and learning support officers.
- Improve data use, so that staff can identify more accurately the reasons why some groups perform better than others during training.
- Make sure staff taking up trainer roles complete the Defence Train the Trainer and any other relevant pre-employment training before assignment to a training establishment.
- Conduct rigorous self-assessment that clearly identifies aspects of welfare and care that are strong and those requiring improvement.
- Make sure that units link their self-assessments more effectively to their quality improvement action plans.
- Improve the establishments' quality improvement action plans, including setting clear milestones and completion dates, so that actions taken can be monitored effectively during the year.
- Ensure that recruits and trainees on holdover benefit from a good range of stimulating, varied and purposeful activities that develop their military and personal skills and that, as far as possible, are matched to their individual needs.

Reserves training

- Ensure that Reserve training staff can take up places on Defence Train the Trainer courses ideally by running such courses as modules that permit flexible attendance for Reserve personnel.
- Ensure that infrastructure and training resources at Reserve units are fit for purpose and provide Reserve recruits and trainees with a stimulating training environment.
- Improve recruitment processes to eliminate delays in and cancellations of medical appointments, reduce the amount of incorrect information given to potential recruits, and ensure that fewer recruits subsequently drop out of training or change trade.
- Ensure that medical staff do not make over-stringent judgements based on medical selection criteria.
- Improve the availability at weekends of social, catering and training resources for Reserve units that use Regular establishments' facilities.
- Improve self-assessment so that it focuses more closely on the welfare needs of recruits and trainees.
- Link quality improvement action plans more closely to self-assessment processes and reporting; update plans when concerns are identified in-year.
- Encourage joint working and the sharing of best practice in training across the units of all Services, and especially in Northern Ireland, so that Reservists benefit from a wider range of training resources and joint training activities.

University Officer Training Corps training²

- Urgently fill the large numbers of staffing gaps in University Officer Training Corps (UOTCs).
- Ensure that UOTC staff can take up places on Defence Train the Trainer courses by running such courses as modules that permit flexible attendance for Reserve personnel.
- Ensure that all UOTCs have at least part-time support from trained physical training instructors so that all officer cadets (OCdts) can maintain a proper, well-monitored fitness regime.
- Carry out data analysis and research involving OCdts to understand better why retention and commissioning rates vary across universities.
- Link self-assessment activity and quality improvement action plans more effectively to ensure that both focus on the welfare needs of OCdts.
- Make sure that all medical assessments for potential OCdts are completed in a timely manner.

² These recommendations relate to Army University Officer Training Corps only. Ofsted will inspect Royal Navy University Royal Naval Units and Royal Air Force University Air Squadrons in the future.

The progress made by establishments since their previous inspections

| Establishment | Outcomes, quality of welfare and care, leadership and management 2018/19 | Previous grades |
|---|--|-----------------|
| Regular establishments | | |
| Army Training Centre (Pirbright) | 2,1,1 | 2,1,1 |
| RAF Honington | 2,3,2 | 2,2,2 |
| MoD Lyneham, 8 Training Battalion REME | 2,2,2 (first inspection) | - |
| Recruit Training Squadron, RAF Halton | 1,2,2 | 2,2,2 |
| Army Training Unit (Northern Ireland) | 1,1,1 (first inspection) | - |
| 25 Training Regiment | 2,2,2 | 2,2,2 |
| 11th (Royal School of Signals) Signal Regiment (monitoring revisit) | 2,2,2 | 2,3,2 |
| Army Training Regiment (Grantham) | 1,1,1 | 3,3,3 |
| HMS Collingwood | 2,2,2 | 2,2,2 |
| Defence School of Transport | 1,1,1 | 2,2,2 |
| HMS Raleigh | 1,2,2 | 2,2,2 |
| HMS Sultan (monitoring revisit) | 2,2,2 | 2,2,3 |
| Reserve establishments | | |
| Ungraded inspections | | |
| Royal Marines Reserves, Scotland (Belfast Detachment) | | |
| 502 (Ulster) Squadron | | |
| HMS Hibernia | | |
| 206 (Ulster) Battery Royal Artillery | | |
| 4624 (County of Oxford) Movements Squadron | | |
| University Officer Training Corps | | |
| University of London Officers Training Corps | | |
| East Midlands University Officer Training Corps | | |
| Exeter University Officer Training Corps | | |
| Northumbrian Universities' Officer Training Corps | | |
| Wales Universities Officers' Training Corps | | |

Detailed findings

Summary statement of key weaknesses

Poor-quality infrastructure and accommodation affect recruits, trainees and staff across the establishments inspected this year. Repeatedly failing hot water, heating and electrical supplies, old and decaying accommodation and crumbling estate infrastructure affect almost all recruits, trainees and staff. This has been a growing key feature of Ofsted reports since 2012. In the vast majority of establishments, little has changed for the better across the past seven years. Where improvements have been made, they tend to be piecemeal and temporary pauses in a more or less managed decline of estates.

Delays in medical assessments, overly-cautious implementation of medical guidelines and generally poor administration of joining procedures remain serious problems for Reserve recruits in all the Services. These are problems that lead to many potential Reserve recruits giving up on their plans to join the Reserve Forces. Ofsted has been reporting on these problems since the first inspection of Reserve training in 2014–15. Little has changed for the better. Staff at Reserve units still have to spend large amounts of time appealing perverse medical decisions and supporting potential recruits through a long, unpredictable and frustrating process. This year, at UOTCs, inspectors heard that officer cadets and UOTC staff also spend much time dealing with the same problems.

In the vast majority of Regular and Reserve units, and at all UOTCs, self-assessment and quality improvement planning are weak. Staff do not evaluate strengths and weaknesses in provision with sufficient rigour. Too often, self-assessment reports are written by those at Battalion, College or headquarters unit levels, so that there is little detailed analysis of provision at unit levels. Too little is done to assess the impact of strengths and weaknesses on recruits and trainees' experiences of training. Rarely do staff connect self-assessment and improvement planning documents and processes. Measures to monitor the effectiveness of improvement actions are frequently ineffective.

All these problems have become recurrent themes in Ofsted's annual reports to the Minister of the day on the quality of welfare and care in Armed Forces initial training. Inspectors found little evidence at establishment levels that these problems were being dealt with permanently or effectively. In general, where improvements have been made, they are partial and/or weak.

Outcomes for recruits and trainees – Regular training establishments

1. Pass rates, including first-time pass rates, are high at all establishments. In most cases, high pass rates have been sustained since each establishment's previous inspection.
2. At 11th (Royal School of Signals) Signals Regiment, first-time pass rates have been high since 2013, although overall pass rates have declined slightly in the same period. At 25 Training Regiment, the large majority of trainees pass their courses and join the field Army in their selected trade. Only a very small proportion of trainees apply to change trades or to leave the Army during training. Staff have improved the range and accuracy of their data very considerably to analyse first-time and overall pass rates. At the Defence School of Transport (DST), overall pass rates, and pass rates for all aspects of driver training specialisms are high and have been so since the previous inspection. This year, only a very small number of trainees did not complete their training, and fewer than one per cent of trainees discharged from the DST during training.
3. For 8 Training Battalion REME, at MoD Lyneham, overall and first-time pass rates have been consistently high for several years. Among young officers attending phase 2 training, pass rates are 100%. At RAF Halton, Recruit Training Squadron, first-time pass rates have been high during the last two years. Overall pass rates in the same period have been exceptionally high. For trainees at RAF Honington, first-time pass rates are high, with no discernible variations between groups of trainees or training teams. The numbers of trainees requesting re-badge or discharge during training have reduced sharply across the past two years. At HMS Raleigh, overall and first-time pass rates are high and have risen across the past two years. Staff analyse data particularly effectively and are quick to identify any anomalies or developing trends in pass rates across groups of recruits. As a result, there are no differences in overall or first-time pass rates between male and female recruits or across recruits from different ethnic groups.
4. In a number of cases, pass rates have risen because establishment staff have improved their management of training for recruits or trainees. For example, at Army Training Regiment (Grantham), staff have managed training intensity well to reduce minor injury rates among Reserve recruits. As a result, pass rates have improved sharply since the previous inspection and are very high.
5. In another example, at 8 Training Battalion REME, staff realised that a sudden dip in first-time pass rates corresponded to a large intake of young soldiers arriving at Lyneham from phase 1 training at the Army Foundation College, Harrogate. To support these young trainees better, staff mixed the

accommodation and classes, pairing more mature and experienced recruits with the younger soldiers. First-time pass rates rose again as a result.

6. Staff at the Army Training Unit (Northern Ireland) have considerably improved the information they gather about Reserve recruits before they arrive. Training has become more individualised and support for individuals is more carefully directed. As a result, the vast majority of recruits pass their modular and consolidated courses. Similarly, at 25 Training Regiment, staff have been successful in improving the quality of information, advice and guidance potential trainees receive during phase 1 or basic training, and for trainees during and near the end of phase 2 training. Because of these improvements, trainees feel more secure in their choice of logistic trades, and very few choose to change trades or apply for discharge from the Army.
7. At several establishments, despite high first-time and overall pass rates, pass rates for different groups of recruits or trainees vary. At Army Training Centre, Pirbright, pass rates have remained high for around three years. However, pass rates for female recruits in both training regiments at Pirbright are higher than those for their male colleagues. Senior staff have yet to analyse data to understand this disparity. At HMS Collingwood, although the vast majority of trainees successfully complete their training at the first attempt, achievement between trades and specialisms varies. Staff investigations show that the physical demands of some courses make it difficult for all trainees to succeed. For example, mine warfare courses have very high pass rates, and trainees see these courses as generally undemanding. In contrast, diver training courses demand high levels of fitness and hand-eye coordination, and so pass rates are much lower. Across all courses at HMS Collingwood, wastage rates among male trainees are higher than for female trainees. Again, staff have not yet analysed data in enough detail to identify the reasons for this.
8. At HMS Sultan, overall and first-time pass rates for the whole establishment remain good since the previous inspection. However, while overall pass rates for Royal Naval Air Engineering and Survival School trainees are high, the first-time pass rate is low. Pass rates for trainees on Defence School of Marine Engineering courses have been, and remain, higher. At the previous and at this year's inspection, trainees raised concerns about the quality of teaching and learning on some courses. Senior staff have now begun a review of teaching and learning and are beginning to increase the scope of information-gathering about trainees' views on course and training effectiveness.
9. Recruits and trainees develop strong military and personal skills during their phase 1 and phase 2 training. In most cases, trainees could explain clearly to inspectors the gains they had made during training. Very many recruits and trainees were justifiably proud of the rapid and considerable progress they had made from enlisting or from when they started their training.

10. At the Army Training Centre, Pirbright, at Recruit Training Squadron, RAF Halton, and at HMS Raleigh, almost all recruits in phase 1 training are enthusiastic about their training. They value the skills they develop and the knowledge they gain. Staff in all these establishments support recruits effectively to continue with their courses, even when training makes considerable demands. However, at HMS Raleigh, the drop-out rate for recruits who are under 18 is still very slightly higher than for older recruits. Chief among the reasons for leaving the Service are the difficulties this young group experiences with missing home life, family and friends.
11. At all initial training establishments visited this year, recruits rapidly gained confidence and maturity, and developed new social and personal skills. For example, recruits at Army Training Centre, Pirbright, at HMS Raleigh and at Recruit Training Squadron, RAF Halton, quickly improved their communication skills. These enabled them to explain concepts and exchange ideas more effectively with peers and permanent staff. They also developed confidence in public speaking and mastered new presentation skills. Recruits, for instance, could deliver short talks or presentations to their peers, a challenge many would have avoided in their secondary education. These recruits rightly became proud of themselves, their units and their Service.
12. At 11th (Royal School of Signals) Signals Regiment, trainees are well prepared for the Field Army. Staff at the Regiment maintain good contact with Royal Signals units that receive trainees. These units offer useful comments about the skills they require from trainees, and they are highly satisfied with the standards of those they receive from the Regiment. Trainees at 25 Training Regiment enjoy learning new military skills alongside their trade-related skills and knowledge. They value the fact that staff keep their military skills current during trade training and feel well prepared for posting to the Field Army.
13. At the Army Training Regiment, Grantham, and the Army Training Unit Northern Ireland, Reserve recruits quickly build on the military knowledge and skills they developed in their parent units. They also improve their strength, fitness, and their physical and psychological resilience. During modular weekend training and across week-long consolidated training, Reserve recruits develop good team-working skills. Staff also support them well to develop the skills of self-awareness and self-analysis. As a result, the vast majority of Reserve recruits know their own strengths and areas for improvement.
14. At the Defence School of Transport, trainees learn to drive and control large – and often complex – military vehicles. Instructors help trainees to learn at a pace where they feel confident and comfortable, so no-one must manage vehicles over which they do not have full control. At 8 Battalion, REME, trainees are enthusiastic about the trade and military skills they develop. In many cases, these courses are very demanding academically and the skills trainees learn are complex. At RAF Honington, trainees are proud of their achievements and can

analyse their own progress across their courses. In almost all cases, trainees feel confident that they have the skills to make a good career in the RAF Regiment.

15. At HMS Collingwood, most trainees feel they received good levels of information about the nature of their trades and about the sorts of skills they would need to master. For example, engineering trainees who volunteered to specialise as submariners felt they were given comprehensive information and guidance about the particular skills and attributes that are essential for life in a submarine. However, a significant minority of warfare trainees did not feel they were pursuing the specialisms of their choice. They felt that information from the Armed Forces Careers Office and from phase 1 training had not prepared them for the activities and complex skills they were now expected to master.

Outcomes for recruits and trainees – Reserve training establishments

16. Reservist personnel make good progress in their training. At all the establishments inspected this year, Reservists were receiving good support from parent unit staff. Such support prepared them well for the external training courses they were required to attend and pass in each phase of training.
17. Reserve recruits at 4624 Squadron receive extensive training from Squadron staff. Before they attend the basic recruit training course (BRTC) at Recruit Training Squadron, RAF Halton, Reserve recruits attend four weekends of local training where they develop and refine their military skills and knowledge. As a result, the vast majority perform well on the BRTC.
18. Staff at 502 (Ulster) Squadron, RAuxAF, prepare recruits very well for the BRTC at RAF Halton. Staff at the squadron interview all recruits carefully before they attend. Information from the interviews is given to staff at RAF Halton, so that recruits' individual strengths and training needs are known by staff running the BRTC. Consequently, when the Reserve recruits attend RAF Halton, staff support them closely and they perform well. Pass rates for the BRTC are very high – every Reserve recruit who has attended RAF Halton has passed the BRTC. Over four years, five recruits from 502 Squadron have been judged 'best recruit'.
19. At 206 Battery, Royal Artillery, Reservists complete their in-unit preparations quickly. Most recruits attend phase 1 modular training weekends within six months of joining the unit.
20. Reserve recruits and trainees from HMS Hibernia maintain very high pass rates at phase 1 and phase 2 training. In recent years, very few recruits, trainees or

trained members of the ship's company have left the unit. The few personnel who left did so to join the Regular Royal Navy.

21. Reserve recruits at Royal Marines Reserves, Scotland (Belfast Detachment) have been very successful in all stages of their training during the past 18 months. This has meant the number of recruits gaining their Green Beret by completing all aspects of training successfully has increased considerably.
22. Reserve recruits gain a good range of military and personal skills during their training. Staff support them very well to challenge themselves and their colleagues to achieve in areas where they may have no previous experience or knowledge. They gain a strong sense of achievement and develop real pride in what they can now do.
23. At 4624 Squadron, recruits and trainees gain a wide range of military and trade-specific skills. They also gain more confidence and develop personal fitness. At 502 Squadron, Reserve recruits gain a wide range of skills in a number of trades. These prepare them well for their careers as Reservists.
24. Reserve recruits at HMS Hibernia receive good support and coaching from permanent staff, encouraging them to aim high and achieve well. Recruits under the age of 18 rapidly improve their self-confidence, their team-working and their leadership skills. They apply such skills to their Reservist careers and, later, to their Regular or civilian careers. At the Royal Marines Reserves, Scotland (Belfast Detachment), staff make sure that recruits are well informed from the outset about the demanding nature of Royal Marines training. They rapidly develop the personal and military skills they need and, as a result, a high number of recruits succeed.
25. When they have completed their training, former Reserve recruits and trainees have good opportunities to mobilise with Regular Forces. Such opportunities frequently take personnel to a range of world-wide locations.
26. During the past year, staff at 4624 Squadron have supported 23 mobilisations for Reservists, equivalent to around a quarter of mobilised RAF Reservists in that year. Trained personnel at 502 Squadron benefit from an exceptionally wide range of opportunities for deployment and operations. The Squadron currently has trained personnel deployed in logistics, medical, physical training and flight operations roles. To meet Defence and RAF requirements, personnel have deployed to many locations around the world. Such opportunities raise morale among trainees and raise their aspirations.
27. Recruitment is strong and improving at nearly all the units visited this year. At 4624 Squadron recruitment is good. The squadron has a high percentage of female recruits and trainees, and it recruits well among minority ethnic groups, who are under-represented in many units. At 502 Squadron, recruitment has

been high for several years. Recruits range widely in age, experience and background. Some recruits come to the squadron at the age of 18 with no military experience; others are older, experienced, former Regular Service personnel. The squadron also recruits from across communities in the Province, and from a wide range of areas. At Royal Marines Reserves Scotland (Belfast Detachment), the arrival of a new Officer Commanding has brought new energy to recruitment and public engagement. As a result, recruitment across the past year has begun to rise sharply. However, in keeping with other detachments of the Royal Marines Reserves Scotland, the Belfast detachment has only one entry point each year. This means that potential recruits may have to wait for some time in a holding troop before joining the detachment. Some recruits find this frustrating.

Outcomes for recruits and trainees – University Officer Training Corps

28. At University Officer Training Corps, staff recognise the increasing pressure that officer cadets (OCdts) come under from their university studies. At all the UOTCs inspected this year, retention rates for OCdts tended to follow the same decreasing pattern across cadets' years in university.
29. In all the UOTCs, retention rates are decline by the roughly the same proportion across the three years of training. In most years, around 50% of those OCdts who started the year leave at the end of the year because of mounting academic pressures. The OCdts who remain for their final year almost always complete their training and go into officer training at RMAS or join a Reserve unit where they live. At the Northumbrian Universities' Officer Training Corps (NUOTC), a high proportion of OCdts go on to take the Army officer selection board and then gain commissions as either Reserve or Regular officers.
30. At Wales University Officer Training Corps, most of the 100 or so OCdts complete their first year and succeed in module A of training. From these, around 65 to 70 will move to year two of training, with around half remaining for year three. In 2017/18, 28 OCdts eventually gained their commissions and a further significant proportion of leavers from all years entered the Reserves as soldiers.
31. Staff at RMAS and at individual units analyse data nationally only as raw totals. They do not use the data to identify patterns of recruitment, retention or the passage of OCdts, eventually, into commissioned officer places. For example, no investigation has been carried out to understand why more OCdts are retained at some universities and regions or why, in some regions, more OCdts eventually achieve commissions.

32. OCdts at all UOTCs develop a very good range of skills and attributes from participating in training. OCdts at EMUOTC, for example, gain strongly transferable employability skills that develop their management skills as well as their self-discipline and their wider leadership abilities. Most OCdts acknowledge that they have been challenged significantly by the wide range of individual and personal tasks during their training. OCdts at LUOTC recognise the training brings significant benefits to their personal growth and development. By their second year of training, OCdts can identify large gains in their confidence, personal fitness and mental resilience.
33. At EUOTC, OCdts enjoy the strong sense of community and camaraderie that they experience from training evenings and weekends. They also enjoy the social engagements of the Corps. For many, the activities of the EUOTC gives them a sense of focus and a challenge against which to test themselves. The OCdts at NUOTC recognise how their improved range of skills and personal resilience has strengthened their CVs and helped them to demonstrate leadership and management. Many OCdts, for example, take turns at organising outdoor activities, such as adventurous training trips, or social events such as mess functions. OCdts at WUOTC identify significantly improved self-assurance and well-developed leadership skills as a result of the demanding tasks and challenging activities.
34. OCdts value very highly the opportunity to take the Chartered Institute of Management level 5 certificate in leadership and management which helps broaden their CVs. It also recognises and certifies the many skills and attributes developed during training. Some OCdts feel that the chance to gain this certificate does not feature strongly enough in published and online information about the opportunities University Officer Training Corps offer.
35. In all UOTCs, staff lead by example and have very high expectations of OCdts. Staff support OCdts to achieve well through good-quality training and close individual coaching. As a result, they are focused, determined and strongly committed to upholding the values that staff successfully model. Cadets understand the responsibilities that military Service brings. They are strongly aware of the need to present the best standards of behaviour in all their activities, especially public-facing events such as Armistice Day parades or social and community support activities.
36. At EMUOTC, staff have created an excellent personal leadership development pack (PLDP). This helps OCdts to assess and identify the strengths, weaknesses, opportunities of and threats to their success in training and in their careers. The PLDP also guides OCdts through useful reflection and evaluation activities that link well to Army leadership criteria.
37. In most UOTCs, OCdts develop their fitness well. OCdts in units that have specialist physical training staff, such as LUOTC, EUOTC and WUOTC, benefit

from well-planned and monitored activities that build fitness and stamina. They are prepared very effectively for Army fitness tests and can develop their fitness to take part in a good range of sporting events at high levels. At EUOTC, OCdts have represented Great Britain in Telemark skiing and pentathlon and played football for the British Army Reserves team.

38. OCdts maintain reasonable levels of fitness at units that lack specialist physical training instructors, such as at EMUOTC and NUOTC. They benefit from using gymnasium facilities, but they do not have trained guidance on establishing progressive fitness regimes and individual guidance on physical training activities. When trained physical training instructors are not available or are available only occasionally, some units use the expertise of trained instructors within the OCdt cohorts.

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

39. The condition of recruits' and trainees' accommodation remains a serious cause for concern in many establishments. The poor condition of heating, hot water and electrical systems adds to the difficulties for those living in already tired and worn accommodation. Such living conditions have a negative impact on trainees' and recruits' morale and on their engagement with learning. Much staff time is taken up in dealing with problems caused by poor infrastructure. As a result, staff have less time to support recruits and trainees and ensure their welfare and care.
40. At many establishments these problems have persisted for more than five years. For example, in 2013/14, Ofsted reported on poor quality accommodation and failing heating, sewerage and hot water systems at 11th (Royal School of Signals) Signals Regiment, the Defence School of Transport, 25 Training Regiment and at RAF Honington.
41. Improvements have been slow, piecemeal and generally ineffective at dealing with establishment-wide infrastructure failings. At sites marked for closure, or about whose future there is uncertainty, problems are particularly acute. Even when closure or relocation dates are significantly delayed, proper levels of funding for repair and maintenance do not materialise. Consequently, recruits and trainees too often live and work in crumbling and decaying sites, which has a negative impact on their welfare and wellbeing
42. Even in establishments where accommodation and training blocks are relatively new and in good physical order, problems crop up with other parts of the infrastructure. At Army Training Centre, Pirbright, recruits benefit from reasonably modern accommodation blocks and generally reliable supplies of hot water and heating. However, other facilities at the establishment require urgent attention. Recruits' physical training options are limited by the badly leaking

gymnasium roof, a swimming pool that is unusable because of its crumbling ceiling, and a dilapidated running track. Staff have had to devise alternative non-impact exercise schedules, and recruits must leave camp to use a nearby pool for swim testing.

43. Trainees at MoD Lyneham, (Defence School of Electronic and Mechanical Engineering and the School of Army Aeronautical Engineering), enjoy mostly new accommodation blocks. However, young officers in training at the establishment live in older blocks where heating and hot water are not reliable.
44. Trainees at RAF Honington live in conditions that are frequently unacceptable. Accommodation blocks, and some other areas of the camp suffer frequent electrical failures. Electrical circuitry is old, fragile and not able to meet current demands. Heating and hot water frequently fail because 60-year old pipework and seals break down. At the time of inspection, areas of the camp, including accommodation blocks, had been without heating and hot water for five weeks. The poor condition of much accommodation and some training spaces negatively affects the health, hygiene, wellbeing and morale of those in the Training Wing.
45. Staff at Recruit Training Squadron, RAF Halton, spend much time managing an ageing estate. Problems with old buildings, heating and hot water systems are frequent. For example, in one building gaps exist around window frames and the heating is permanently on because switching off will jeopardise its functioning. Many toilets in accommodation blocks do not flush reliably, some do not flush at all. Vacuum cleaners and washing machines frequently fail. Recruits and staff find the struggle with infrastructure dispiriting and frustrating.
46. Reserve recruits attending training at Army Training Unit, Northern Ireland, must live in portable buildings that are now barely fit for purpose. Staff work hard to repair and maintain these cabins that are now far beyond their planned period of use. Toilets and bathrooms are in poor repair despite the best efforts of staff and contractors. When several courses run at the same time, hot water runs out before all recruits can wash or shower.
47. Trainees at 25 Training Regiment know that the Princess Royal Barracks are earmarked for closure. They have become used to the fact that not all repairs will be made, or all problems fixed at the site. However, plans to move the Regiment to Leconfield and Worthy Down have been delayed significantly. Staff at the unit work hard to get funding for repairs and refurbishment but are largely unsuccessful in their attempts to mitigate the decline of the estate. Several older, more decrepit accommodation blocks on the site have now been abandoned. In anticipation of the Regimental move, the medical centre was closed in early 2018. This means that trainees must travel to Army Training

Centre (Pirbright) for all appointments. This arrangement means that, even for the briefest visit to Pirbright, trainees usually miss half a day's training.

48. Recruits at HMS Raleigh must live in dated accommodation blocks. Heating and hot water frequently fail. Senior staff work hard to minimise disruption, but old pipework and systems need replacement. Staff have recently managed to secure funds to refurbish several shower and toilet blocks. For trainees at HMS Sultan, poor quality accommodation is a constant irritation that distracts from training.
49. A small number of establishments have made progress in improving facilities and infrastructure. At 11th (Royal School of Signals) Signal Regiment, Ofsted reported on serious and recurrent failings in heating and hot water in 2017/18. At that time, trainees were having to move accommodation blocks frequently as boilers failed. Much staff time was used in effecting such moves. Other aspects of accommodation and infrastructure were also poor. At a reinspection visit this year, inspectors noted significant improvement. During the past year senior and other staff have made considerable progress in dealing with infrastructure failings. Staff secured funding so that new boilers and heating systems could be installed in accommodation blocks. Trainees no longer must move between blocks, and much staff time has been saved.
50. Senior staff at HMS Collingwood have improved communications with contractors. As a result, repair work is starting to happen more quickly. New boilers have also been installed in several areas of the accommodation. Unfortunately, the old pumps that serve the newly-installed boilers often fail. This leads to periods without hot water and heating, causing discomfort and frustration for trainees.
51. Inspectors only visited one establishment this year where recruits and/or trainees were positive about the condition of their accommodation and about the heating and hot water supplies. At Army Training Regiment (Grantham), Reserve recruits benefit from good quality, well-maintained accommodation. Bathrooms and toilets are in good condition, with plentiful, reliable hot water supplies. This site is now earmarked for closure.
52. Recruits and trainees continue to receive good support from welfare staff and from those in the chain of command. From section, troop, flight or divisional staff through to commanding officers, recruits and trainees feel that staff will act quickly and positively to deal with concerns or problems. As a result, recruits and trainees feel safe and well supported in training.
53. At Army Training Centre, Pirbright, at HMS Raleigh, and at Recruit Training Squadron, RAF Halton, for example, even the newest recruits have confidence to raise personal or training concerns with their section and troop corporals their divisional staff or their flight staff. Such staff provide an approachable

point of first contact for recruits new to military life. They know the recruits well and monitor them closely for any signs of difficulty. Recruits feel that staff will take their concerns seriously and support them to a solution. Many staff are generous with their time outside training hours, coaching and helping recruits develop their skills.

54. Trainees at RAF Honington, MoD Lyneham, 8 Training Battalion, REME, 25 Training Regiment, Deepcut, HMS Sultan, and at the Defence School of Transport (DST) all feel confident to talk to troop, section, training and other staff about support needs. Permanent staff at all these establishments know their trainees well and monitor their progress and wellbeing closely. For example, at DST, trainees receive good support from duty of care non-commissioned officers and from staff in the student focus team. Trainees work with such staff in their main workplaces and develop strong trusting relationships. At HMS Sultan, trainees feel that good welfare and care are strongly enshrined in the divisional system. Divisional officers are approachable and effective. Trainees know how to make a formal complaint, if informal avenues do not provide resolution to a problem. However, a minority felt that complaints may not be managed without personal repercussions.
55. Welfare staff outside the chain of command continue to work very hard to support recruits and trainees. Such staff are experienced and astute at dealing with recruits and trainees of all ages and from a wide range of backgrounds and cultures. In all establishments visited, welfare staff work very closely with specialist agencies and with the chain of command to provide recruits and trainees with proper solutions and good guidance.
56. Padres play a very important role in the welfare system and their presence brings comfort to many trainees and recruits across all establishments. Across establishments, padres ensure they maintain a visible and approachable presence. Personnel do not feel that they must share any faith, or have a faith, to derive comfort from the padres. Staff in unit welfare facilities and recreation hubs give recruits and trainees a warm welcome and a much-valued chance to talk to someone outside of the chain of command.
57. At initial training establishments such as the Army Training Centre, Pirbright, the Recruit Training Squadron, RAF Halton, and at HMS Raleigh, welfare staff provide excellent support for recruits who may find early military life a challenge. They also provide a valuable link for families who may be concerned about their son or daughter's first military experiences. For Reserve recruits attending the Army Training Unit, Northern Ireland, training and welfare staff work together very effectively to give Reserve recruits excellent support. Recruits value the approachability of the padre, who provides a range of inputs to training and has a high profile across the establishment.

58. For recruits in phase 2 training, welfare staff continue to play an important role. At all establishments visited, trainees hold welfare staff in very high regard. At 25 Training Regiment, for example, trainees know that they will be treated as individuals by staff. They know that staff will go out of their way to deal with their problems. At 8 Training Battalion, REME, and at Army Training Regiment, Grantham, trainees value the support and guidance they receive from welfare staff, RVS staff and from padres. At 11th (Royal School of Signals) Signals Regiment, trainees benefit from the strong links between welfare staff and those in the chain of command. Welfare, training and senior staff collaborate and communicate effectively to risk-assess and monitor trainees' progress.
59. Staffing gaps affect most establishments. They are particularly acute in education and training posts, in medical and welfare centres and amongst gymnasium and/or physical training staff.
60. At RAF Honington, for example, the effectiveness of welfare services relies on exceptional levels of hard work and commitment from too few post-holders. A welfare senior non-commissioned officer (SNCO) post had been unfilled for around 16 months at the time of inspection. This left the other welfare SNCO to carry the work of two posts.
61. Trainees of 8 Battalion, REME, enjoy modern, well-equipped medical facilities at MoD Lyneham, but these are understaffed. Medical and other staff work hard to maintain full services but cannot provide trainees with appointments at lunchtimes, which would minimise impact on training activity. Also, at MoD Lyneham, the number of physical training instructors is not adequate to maintain safe oversight of gymnasium activity at the busier times of day.
62. At the medical centre in RAF Halton, senior medical and dental officers find it hard to attract staff locally because they cannot match pay rates elsewhere. This means that services rely on locum doctors and dentists, who often lack a close understanding of the military training context.
63. At 11th (Royal School of Signals) Signal Regiment, the learning support officer post is currently held on a short-term contract. This puts the future of an important support service at risk.
64. Recruits at HMS Raleigh cannot always get the help they should from the coaching advisory support team because posts in the team are unfilled. This has a serious impact on some of the most vulnerable recruits who need support with their training.
65. Too few staff arrive at training establishments with Defence Train the Trainer (DTtTv2) or other pre-employment training completed. Most new staff who do not have the qualification manage to gain a place on a DTtTv2 course within three months of arrival at a training establishment. At almost all

establishments, existing trainers and instructors must shadow new staff until they are able to complete DTtTv2 courses. This uses up valuable staffing resources that might be usefully deployed elsewhere.

66. Senior staff in all establishments have high expectations for the permanent staff and the recruits or trainees under their command. At several of the establishments visited this year, these high expectations have resulted in marked improvements in the quality of welfare and care arrangements. Such establishments are marked by leaders' clear focus on improvement, and an improving use of self-assessment and improvement planning to bring about change.
67. The most significant improvements are evident at the Army Training Regiment, Grantham. In 2017/18, this establishment was graded as requiring improvement in all key judgements. At this year's visit inspectors judged outcomes, the quality of welfare and care, and the leadership and management of welfare and care to be outstanding. Leaders assess the quality of their welfare and training arrangements accurately and incisively. They do this through a well-structured and inclusive annual self-assessment process. Staff use the quality improvement plan well at all levels to monitor and manage improvements. The high expectations expressed through the commanding officer's supervisory care and safeguarding directive are well understood by all staff.
68. At the Defence School of Transport, inspectors judged all key areas as outstanding. At the previous inspection in 2016/17, the establishment was good in all key judgement areas. Again, the supervisory care directive clearly communicates high expectations of all staff. Senior staff use data well to analyse training performance and to assess the quality of welfare and care arrangements. Quality improvement planning is based on a realistic and accurate self-assessment process.
69. Senior staff at the Army Training Unit (Northern Ireland) give highly impressive leadership to a staff comprised largely of Reserve personnel. Staff and leaders demand and model the highest standards, and the establishment is outstanding in all areas. Senior staff accurately identify strengths and weaknesses in welfare and care arrangements with an inclusive and realistic self-assessment process. The areas of weaknesses identified in the previous year's self-assessment report form the basis for the unit's quality improvement plan. Staff closely monitor actions against the plan to bring about improvement.
70. Senior staff at 11th (Royal School of Signals) Signals Regiment have dealt quickly and successfully with weaknesses identified at their inspection of December 2017. As a result, provision that required improvement is now good. Staff have improved morale, and trainees have a more positive outlook on their

training and careers. Self-assessment has improved, and quality improvement planning has a clear focus on welfare and care arrangements.

71. Senior leaders at HMS Sultan have made good progress in tackling weaknesses identified in their 2017/18 inspection. Stability in senior posts has allowed leaders to focus on improvement work. This has resulted in improved links between self-assessment and quality improvement arrangements. The annual self-assessment report uses data well and accurately identifies weaknesses.
72. In establishments other than those five mentioned above, self-assessment and quality improvement planning remain weak. Even in the five establishments where improvements are most evident, self-assessment and quality improvement planning still require strengthening. Across the Forces, too many self-assessment reports lack rigour and evaluative analysis of the quality of welfare and care arrangements. Too often, reporting is carried out at Battalion, headquarters or college level, rather than in units. In these cases, reports provide only generalised summaries of strengths and weaknesses for a number of units that have their own distinct strengths and weaknesses. In most cases, staff do not monitor effectively the actions in quality improvement plans.

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

73. At Reserve parent units, staff know Reserve recruits well. Training teams hold frequent interviews with Reserve recruits and trainees to identify training needs. They also identify any domestic and/or employment pressures that might affect training and progress. For example, at 4624 Squadron, staff and Reserve recruits have honest and wide-ranging discussions at the start of each phase of training. These identify any concerns and give recruits a chance to learn about the demands of training. As a result, staff know what risks they need to manage, and Reserve recruits have a good understanding of what is expected from them. Such a process is replicated at most units.
74. Reserve recruits are well supported by their trainers and other staff at parent units. For example, at HMS Hibernia, Reserve recruits felt secure and well supported when onboard, and when they went to other establishments for external training. Staff at 502 Squadron act as a very welcoming point of first contact for Reserve recruits. Recruits also benefit from good signposting to welfare and support agencies. At 4624 Squadron, staff manage pastoral care and support those in training very effectively. The squadron welfare officer is well-known to recruits. The officer maintains good links with external training establishments so that Reserve recruits' support needs can be met when they attend courses. Recruits at 206 (Ulster) Battery, Royal Artillery, value the support they receive from staff. They feel that staff support them well to meet the demands of training inside and out of the unit. Staff at the Royal Marines

Reserves Scotland (Belfast Detachment) use their detailed knowledge of Reserve recruits' strengths and training needs well when planning training. As a result, Reserve recruits feel well supported but receive good levels of challenge.

75. Reserve recruits continue to experience unacceptable delays and frustrations during the recruiting process. This has been reported on by Ofsted for three years and little has improved. Medical appointments took a long time to arrange and were frequently cancelled with little notice and no reason given. During the medicals process, recruits and recruiting staff are frustrated by over-stringent application of medical requirements. For example, some individuals who had already served as Regular personnel but who had sustained minor injuries as children were rejected on medical grounds. Recruiting delays and poorly organised medical checks remain the chief reasons for recruits' failure to move from initial contact to attestation and Service. Inspectors have identified and reported on these problems across the past three years. Little improvement is evident.
76. At 4624 Squadron, many recruits had medical assessments cancelled at short notice. Some recruits felt they were passed from one doctor to another with poor communication about the reasons for the change. Recruits to 206 Battery, Royal Artillery, experience frustration because of delays in medical processes. Staff and potential recruits also suffer from delays caused by over-stringent application of medical criteria during medical checks. Staff have to spend time working on behalf of potential recruits to challenge medical decisions. These appeals are usually successful but take a lot of staff time. At HMS Hibernia, recruits experienced long delays in gaining medical appointments. Several potential recruits were initially rejected on medical grounds for very minor injuries sustained much earlier in their lives. Potential recruits to the Belfast Detachment, Royal Marines Reserves, Scotland, found that recruiting processes were very slow. Medicals took too long to arrange and were subject to sudden change. Staff at the detachment and at the local Armed Forces Recruiting Office supported potential recruits as much as possible. However, delays still caused some applicants to abandon their plans to join the Reserve Forces.
77. Reserve recruits who attend training at evenings or weekends at large Regular Forces' establishments do not always benefit from the range of social, medical and training facilities that they need. For volunteer Reserve personnel at 4642 Squadron, the problem is particularly acute. The squadron is located within RAF Brize Norton. Despite the wide range of services and facilities at this very large RAF station, most do not operate fully at weekends when Reserve personnel train. Messing facilities, medical staffing, shop and coffee bar opening hours are all severely reduced at weekends. Reserve recruits who stay on site are currently housed in accommodation that has no curtains or blinds to provide privacy and security.

78. Staff at 502 (Ulster) Squadron experience difficulties controlling training infrastructure and in purchasing kit because the squadron is in Aldergrove Flying Station, a large Northern Ireland base now run by the Army. Staff work around the limitations this situation presents but seeking solutions to infrastructure and procurement management problems takes up staff time. Staff and Reserve recruits at the Royal Marines Reserves Scotland (Belfast Detachment), have limited facilities available for training and socialising. The unit is located within the large Army-run Palace Barracks, but staff and recruits have to work hard to maintain a broad training regime with limited infrastructure and resources.
79. Training staff at all Reserve units find it difficult to take up a place on Defence Train the Trainer v2 courses. For example, at Royal Marines Reserves Scotland (Belfast Detachment), there are not enough qualified physical training instructors or instructors who have the DTtTv2. Staff in the Detachment are working with senior staff at RMR Scotland to secure instructors for skill-at-arms and physical training, but planning is at an early stage. At all the other Reserve units visited this year, insufficient training staff had DTtTv2 qualification. This means that recruits do not benefit from the most up-to-date and reflective training practice. It also means that there are insufficient instructors in most units to quality assure training and provide good development opportunities to training staff.
80. Where training staff at Reserve units do secure places on DTtTv2 courses, they often find attendance for a two-week or nine-day courses difficult. Reserve staff must carefully manage their domestic commitments, their employment and their Reserve Service. To find time for nine days or two-weeks of residential courses adds strain to many individual's tight schedules.
81. At all Reserve units, self-assessment processes and reporting require improvement. All units complete some form of self-assessment activity but the effectiveness of this is limited. Often senior staff at Battalion level carry out self-assessment, for example at 206 Battery, Royal Artillery. In other cases, senior staff at regional command level carry out the activity, as is the case at Royal Marines Reserves Scotland (Belfast Detachment). In both cases, the resulting self-assessment lacks detail about the unit's strengths and weaknesses. In other cases, senior unit staff compile self-assessment report without enough consultation among staff and Reservist recruits and trainees. Strengths and weaknesses in self-assessment reports are not always realistic and evidence-based. Too often, self-assessment for the previous year is not linked closely enough to quality improvement planning for the year to come and lack a focus on improving welfare and care.

Impact and effectiveness of arrangements for and management of welfare and duty of care – University Officer Training Corps

82. At the five University Officer Training Corps (UOTCs) visited this year, the strategic and operational management of welfare and care arrangements were strong. Senior staff set high expectations for staff in their care of officer cadets (OCdts). Staff know OCdts well and provide them with very strong personal and training support. OCdts speak very highly of the staff at units and have high levels of confidence that they will deal quickly and effectively with any problems. All units make use of some form of risk register. Units use these well to identify individuals at risk and to monitor the effectiveness of actions taken to support them.
83. Unit staff recognise that OCdts are attending their UOTC part-time and balancing their military training with their university courses. They do not lower military standards, and they expect high levels of commitment from OCdts, but they do support cadets very well in managing workloads and multiple demands on time.
84. UOTCs suffer some very serious staffing gaps. These mean that training capacity is thinly stretched, and that existing staff must work very hard to keep up continuity of training and support. At the East Midlands UOTC, for example, the unit is running with around three-quarters of the staff it should have. London Universities Officer Training Corps has been subject to long-term staffing gaps in senior and junior roles. The posts of executive officer, second in command and adjutant have all been unfilled for more than a year as well as more junior posts currently unfilled. To make up for such gaps, the commanding officer and senior non-commissioned officers must carry work from their own and the vacant posts. At Wales Universities Officer Training Corps, the executive officer post has been unfilled for more than a year. In all these cases staffing gaps bring much heavier workloads for the remaining personnel. In the worst cases, they threaten training continuity and mean that tasks such as data analysis and self-assessment activity are constrained.
85. As is the case in Reserve units, UOTC staff cannot easily gain places on Defence Train the Trainer v2 courses. Some staff report that they have been given places and then had their bookings cancelled at relatively short notice. Others find it difficult to respond to offers of places on courses that come with very short notice. Like their colleagues in Reserve units, UOTC staff are frequently full-time or part-time Reservists who must balance their time in the unit with domestic and employment commitments. For these individuals, a full-time DTtTv2 course is not easily managed.
86. Too few units have their own physical training instructors. Exeter UOTC is currently recruiting for a physical trainer to make up for existing shortages. At the Northumbrian Universities Officer Training Corps, OCdts benefit from a well-

equipped gymnasium. However, OCdts receive little formal physical training because of a lack of qualified physical training staff. In several UOTCs, senior cadets who have sports leadership or training qualifications help their peers with physical training at their units, and adventurous training activity during weekend camps.

87. Self-assessment, quality improvement planning, and data analysis require improvement at all UOTCs. Staff at all the units visited do carry out some self-assessment activity, but in all cases, the resulting self-assessment report lack evaluative focus. In most cases the reports also make insufficient links between material factors like infrastructure, environment, training quality, and cadets' welfare and wellbeing.
88. Self-assessment reports and self-assessment processes are not linked closely enough to quality improvement planning and monitoring. Where staff do identify strengths and weaknesses in welfare, care and training, they generally do not build these into the next year's quality improvement plan. This means that senior staff cannot monitor the effectiveness of actions taken to deal with weaknesses and cannot be sure that welfare, care and training quality are improving.
89. Staff do not examine data in enough depth to understand, for example, why certain groups of cadets might leave sooner than others. Staff do not explore trends in recruitment, retention or in commissioning rates in most UOTCs. Staff at the Headquarters, Sandhurst Group, do not examine trends in these areas across all UOTCs to see whether particular units might be demonstrating good practice from which others could benefit.
90. Officer cadets experience delays in joining processes. Medical checks are frequently a source of frustration for potential officer cadets. Medical appointments are frequently cancelled or moved at short notice and without explanation. Outcomes of medical checks can often take a long time to reach the applicants. As is the case in Reserve recruitment, medical checks frequently result in perverse decisions based on over-cautious application of medical selection guidelines. For example, numerous potential officer cadets found themselves rejected because of very minor injuries sustained in infancy or childhood. Staff at UOTCs have to spend a lot of time managing appeals for these applicants. Nearly all appeals are successful, but the time invested in appeals is taking staff away from their training and supervisory roles. Many applicants simply give up their attempts to join the UOTCs.

Summary reports in date order – Regular establishments

Army Training Centre (Pirbright)

91. The Army Training Centre (Pirbright) (ATC(P)) is a training organisation for Regular and Reserve Army recruits and trainees, located near Woking and the towns of Aldershot and Guildford. ATC(P) currently has around 450 military training and administrative staff and around 80 civilian staff.
92. ATC(P) provides basic training for new recruits joining the Army Air Corps, Army Medical Services, Royal Electrical and Mechanical Engineers, Royal Engineers, Corps of Army Music, Royal Armoured Corps, Royal Regiment of Artillery, Royal Signals, Royal Logistic Corps, Adjutant General's Corps, and Intelligence Corps.
93. Two training regiments, 1 & 2 Army Training Regiments (ATRs), and a headquarters regiment make up the ATC(P). Each unit has its own commanding officer. In the past training year, 3,744 17- to 32-year-olds followed the 14-week common military syllabus. Sword Company manages recruits needing rehabilitation or undergoing discharge.

Overall effectiveness of welfare and duty of care

94. Senior leaders and staff have improved the high standards of welfare and care found at the previous inspection five years ago. Senior leaders are successful in promoting a strong culture and an ethos of continuing improvement. They ensure that staff provide high standards of care for recruits.
95. Commanding officers of the three ATRs collaborate closely to ensure that all staff are clear about the mission, values and intent of the establishment. Leaders and staff pay particularly close attention to identifying, monitoring and supporting any recruits at risk of failure, or those with personal problems or with complex difficulties.
96. Recruits' overall and first-time pass rates are high across the past three years but have improved only slightly in this period. First-time and overall pass rates for female recruits, though high, are lower than those for their male counterparts.
97. Senior staff carefully select trainers for their aptitude for training and military skills. Trainers are good role models for recruits. However, around two-thirds of them arrive at ATC(P) without all the required pre-training. This increases the workload of the fully trained staff at ATC(P), who must mentor and accompany such new colleagues until they are fully trained. ATC(P) leaders take on such trainers pragmatically, on an 'at risk' basis. Most of the new trainers, however, complete their training in three or four months.

98. Many of the buildings on the estate are tired and worn. ATC(P) staff, however, have much improved the management of the estate and of external contractors. Several remedial and improvement works have been completed, for example, replacing boilers and kitchen equipment, while others are now being planned with greater certainty that they will be done. Urgent maintenance is required to the gymnasium roof, which leaks in several places, and the swimming pool to ensure they remain available for training.
99. The vast majority of recruits are confident to raise personal or training concerns directly with their chain of command. Recruits appreciate the time permanent staff give, beyond scheduled training hours, to help them learn personal and military skills. ATC(P) welfare and chaplaincy staff also give very good, and well-used, support to recruits. Recruits enjoy the wide range of good-quality WRVS leisure facilities.
100. Staff use the frequent regimental review boards effectively to discuss recruits judged to be at risk of failure. ATC(P) officers and staff practise thorough welfare and care arrangements for recruits who are under 18, for care leavers, and for those sick at home.
101. Sword company staff manage recruits needing remedial training or rehabilitation very well. Expert input from physiotherapists and rehabilitation instructors ensures that the vast majority of recruits in Sword recover and return to training. Staff carefully plan and manage physical training for all recruits.
102. ATR staff closely monitor discipline and remedial training records. Any sanctions by training or permanent staff are proportionate and fair.
103. Recruits' accommodation is worn but in reasonable repair. Showers, toilets and drying rooms are generally reliable. Recruits benefit from food of good quality and quantity, with a broad range of healthy options.
104. Senior staff have worked hard to mitigate the administrative inefficiencies in recruitment. These slow down the process excessively for some recruits and the delays have had a negative impact on the motivation and fitness of some new entrants.
105. Senior leaders and staff evaluate the quality of welfare and care thoroughly throughout the year. Senior leaders use a well-informed and inclusive annual self-assessment process. Staff at different levels in the establishment produce quality improvement action plans (QIAPs) based on establishment-wide and ATR-level self-assessments. They update the QIAPs often and use them well to achieve prompt change and improvement.

Recommendations

- Analyse further the differences in pass rates between male and female recruits and act to reduce them.
- Ensure that more permanent staff complete all aspects of their pre-employment training before arriving at ATC(P).
- Prioritise repairs to the gymnasium and swimming pool, as well as the management of the estate and contractors, so that remedial and replacement works continue to be done promptly and reliably.
- Eliminate the inefficiencies in the recruitment and joining processes that delay recruits' arrival at ATC(P) and negatively affect their motivation and fitness.

RAF Honington

106. RAF Honington in Suffolk is home to the RAF Regiment Training Wing. The Regimental Training Squadron within the Training Wing provides phase 2 training for trainee gunners. RAF Regiment gunners give ground-based force protection to the RAF.
107. RAF Honington is also home to three front-line RAF Regiment field squadrons and several operational and specialist units. These include a specialist RAF Police Wing, and an RAF Regiment unit with responsibility for countering threats from chemical, biological and radiological hazards.
108. Trainees take a minimum of 20 weeks to complete their phase 2 training before joining the Regiment as a gunner. At the time of inspection, there were 83 trainees, of whom nine were under 18. The Regiment began to train women around 18 months before the inspection. One woman entered training last year but left early; one female recruit was currently waiting for the start of a training course at the end of 2018.
109. Trainees are held in one of five flights. Habbaniya flight manages trainees undergoing rehabilitation, re-coursing or who are leaving training. Juno flight manages trainees waiting for the start of training.

Overall effectiveness of welfare and duty of care

110. Ofsted last inspected the welfare and care provision in September 2016 when all aspects were judged to be good. However, despite many positive features, the quality of welfare and care now requires improvement. This is mainly because of the impact of serious deficiencies in the accommodation and infrastructure. Trainees and staff go for long periods without functioning or reliable heating, hot water and electricity. This inevitably affects their health, hygiene, morale and well-being. Station staff routinely put in place (often costly) temporary repairs but, ultimately, they are simply managing the infrastructure's progressive decline. The need for large-scale improvement is now pressing, since the poor, ageing infrastructure is a major welfare and care concern.
111. Leaders and staff have maintained the good leadership and management of welfare and care arrangements for trainees. Quality improvement arrangements for training are effective. Leaders base their approach to welfare and care firmly on continuing improvement. They manage all aspects of training and welfare strenuously and closely. Monitoring arrangements are very secure. Almost all the standard operating instructions for training have been reviewed and substantially revised since the previous inspection.

112. More trainees now complete their courses. Many trainees said that they received too little information about the role of a gunner while they were at RAF Halton, Recruit Training Centre, for their phase 1 initial training. This meant that they did not fully understand what they should expect at RAF Honington when they arrived for phase 2 training. In almost all cases, however, trainees' experiences were far more positive than their expectations. The number requesting voluntary withdrawal has fallen significantly over the past two years, although there is scope for further reductions.
113. Chain of command and external welfare and care arrangements are effective, and intrinsic to supporting training. Physical training arrangements are excellent, as are the medical and dental services. Trainees are confident to approach flight and welfare staff if they experience any difficulties because they know will get the support they need. However, there are too few staff in non-chain of command welfare posts to be able to maintain a resilient and reliable service for trainees who call on welfare services.

Recommendations

- Secure effective and lasting repairs to the station infrastructure so that heating, hot water and electrical systems function reliably.
- Make sure that, at recruitment and at phase 1, recruits receive clear information about the role of Regiment gunners, so they understand fully what they will experience during phase 2 training.
- Ensure that welfare services outside the chain of command have enough personnel to provide a resilient and durable service.

MoD Lyneham (Defence School of Electronic and Mechanical Engineering and the School of Army Aeronautical Engineering)

114. MoD Lyneham is in Wiltshire. It is home to the Defence School of Electronic and Mechanical Engineering (DSEME) and the School of Army Aeronautical Engineering (SAAE). Both DSEME and SAAE are part of the Defence College of Technical Training. Staff at DSEME and SAAE deliver trade and technical training to Royal Electrical and Mechanical Engineers (REME) soldiers, Royal Marines, airmen and women, and officers from all three Services at phases 2 and 3. DSEME is made up of REME Arms School, 8 Training Battalion REME and No. 4 School of Technical Training in MoD St. Athan.
115. The inspection focused on phase 2 trainees on initial trade training as technical support specialist, armourers, recovery mechanics, metalsmiths, vehicle mechanics, technician electronic, technician aircraft and technician avionics, as well as young officers on the systems engineering course. Courses vary in length from 26 to 73 weeks. Most include functional skills training, a common foundation module, driver training and military training.
116. At the time of the inspection there were 791 REME phase 2 trainees. Of these, 113 were completing technical training with SAAE and 21 were young officers completing phase 2 training. Around five per cent of trainees were female. During gaps in training, trainees are assigned to holdover. On day one of the inspection, 17% of trainees were in holdover and 19% on day two.

Overall effectiveness of welfare and duty of care

117. The quality of care and welfare support for all phase 2 trainees is very good. Those in the chain of command are highly approachable. Trainees are confident about raising concerns, knowing they will receive good guidance and support. Trainees know how and where to reach welfare staff and the padres, who offer valuable support.
118. The vast majority of trainees successfully complete their trade training, although around 15% may change trade during training. Retention on the technician avionics and aircraft courses is low because of the length of the course and the very high levels of academic study required. First-time pass rates vary, but too many are below the ambitious targets set by senior officers. Staff on the large majority of courses are starting to make excellent use of data to understand the factors affecting first-time pass rates and, as a result, are beginning to improve the training. However, analysis of first-time pass rates on other courses remains underdeveloped.
119. Military and civilian training teams are enthusiastic and passionate about their trades and are skilful in ensuring trainees develop high standards in them. They also make sure trainees develop their military abilities as well as honing their

communication and technical skills. Training staff are supported particularly well by training development staff who have very productive links with local and regional education and training bodies. Trainees have good attitudes to learning and generally show high standards of behaviour. Senior staff have good relationships with the external specialists who advise them on countering radicalisation and extremism.

120. Staff in 8 Training Battalion REME use the supervisory care structures effectively to report on and review weekly any trainees who may be causing concern. They also review wider welfare concerns that affect trainees. The Battalion's supervisory care directive provides very clear guidance to all staff and trainees on managing and making the most of phase 2 training and they understand it well. Staff make very good use of forums and focus groups to gather trainees' feedback, using it to improve, wherever possible, the training and welfare arrangements. Staff are honest with trainees when discussing what can be improved and what cannot be changed. Trainees appreciate the feedback, information and guidance they receive.
121. Trainees often spend time in holdover, either waiting for courses to start or because they have been back-coursed, on leave or injured. A new training team manages the arrangements in holdover and is beginning to put in place purposeful developmental activities for trainees. Senior staff make good use of management information systems to plan and monitor these activities.
122. Trainees' accommodation, dental and medical facilities, and leisure facilities are of a good standard. However, staffing gaps at the medical centre mean that staff must work exceptionally hard to deal with trainees' and staff demand. Staff work closely with contractors to maintain the infrastructure of the older accommodation blocks used by young officers.
123. The physical training facilities are extensive and well managed, although some equipment is tired and worn. Funding to upgrade these facilities has been set out in a recent business case. Staffing in the gymnasium is insufficient for the number of trainees using it.
124. Civilian specialist advisers have recently been enlisted to staff an independent advisory panel, but this is not yet operational.

Recommendations

- Ensure that recent improvement initiatives, including the independent advisory panel, the trainee focus groups and the revised arrangements for holdover, are fully embedded and contribute to improving trainees' care and welfare.
- Secure enough staffing for physical training and for the medical centre so that trainees are safe and medical services are not stretched.

- Secure the funding to upgrade the physical training facilities and increase the number of synthetic, floodlit pitches.
- Ensure that staff on all courses analyse data more effectively to identify reasons why trainees fail, and to improve first-time pass rates.

RAF Halton Recruit Training Squadron

125. Royal Air Force (RAF) Halton is located near Aylesbury, Buckinghamshire. The station offers phase 1, phase 2 and phase 3 training. The Recruit Training Squadron (RTS) at RAF Halton delivers generic phase 1 training for all airmen and airwomen joining the RAF. RTS also provides the Basic Recruit Training Course (Reserves) for phase 1, part 1 sponsored Reserves and phase 1, part 2 training for part-time volunteer Reserve personnel.
126. Potential regular recruits undertake a three-day Pre-Recruit Training Course (PRTC) approximately six weeks before starting phase 1 training at RAF Halton. Phase 1 regular recruits then complete the 10-week Basic Recruit Training Course (BRTC) at the RTS. Courses start around every two weeks and can have up to 120 recruits allocated to two flights for each named intake.
127. The Airmen's Development Flight (ADF) is made up of Servicemen Awaiting Trade Training (SATT), and Jackson and McTeague flights. SATT is for those who have completed phase 1 training and are waiting for their phase 2 trade training to begin. Jackson flight is for those who fail aspects of the BRTC and require additional support. McTeague flight is for recruits who are injured and/or receiving treatment.
128. At the time of the inspection, 712 regular recruits were in training, of whom 26 were under 18, and 126 were women. RAF Halton (RTS) was previously inspected in 2015, when overall effectiveness was judged to be good.

Overall effectiveness of welfare and duty of care

129. The vast majority of recruits have a very good understanding of how to apply their learning from the BRTC. They recognise how it will benefit them and their peers in their military careers. They are proud of their progress and can identify their own areas of strength. Funds have been agreed, but not yet released, for the purchase of a dismounted close combat trainer to improve recruits' essential military skills.
130. Recruits receive very good support to develop and maintain their fitness. Physical training instructors provide a thoughtful and progressive training regime. Recruits who need to improve their English and mathematics skills receive very good support to do so. The first-time pass rate for recruits in 2017/18 was high (at 80%) and the overall pass rate very high (at 97%). In the year so far, pass rates are broadly similar.
131. Recruits benefit from good support and care from staff who provide quick solutions when recruits experience difficulties. Staff know their recruits well, understand their needs and anxieties, and provide an approachable first point of contact. Welfare support is very good, including for those under 18 or those

previously in local authority care. Padres work closely with other welfare staff. They are well known and well-respected by recruits.

132. Recruits not in training receive good management and care. Staff are strongly mindful of the need to keep them forward-looking and focused on success in their training and they enjoy a broad range of productive activities.
133. The ageing estate is well managed, but the persistent failures of heating and hot water present a constant challenge. For example, one block has gaps in windows and the heating is permanently on. Washing machines and driers frequently break down. Recruits struggle to wash and dry clothing in a timely fashion and sometimes have to work into the small hours to prepare kit and clothing for the next day. They find the constant battle with the infrastructure and accommodation frustrating, and the need to clean clothes until late at night means they lack sleep. Staff do not monitor recruits' adherence to the 23.00 lights-out rules, to ensure that they get enough rest.
134. Senior leaders focus closely on the effectiveness and quality of recruits' care and welfare. They make sure these are at the core of training. They have made good progress in dealing with areas for improvement identified at the previous inspection. The supervisory care directive is clearly written and gives staff a comprehensive guide to the practice of and expectations for recruits' welfare and care.
135. Self-assessment considers a wide range of staff views. However, leaders do not take enough account of the monthly Ipsos MORI outcomes and recruits' verbatim responses. Instead, they rely too much on headline information and the annual summary data from the Ipsos MORI survey about what works well and what does not from a recruit's perspective.

Recommendations

- Use outcomes from all the Ipsos MORI surveys to inform improvement planning for recruits' training and welfare.
- Provide sufficient and reliable washing machines and driers for recruits' needs.
- Monitor recruits' behaviour in accommodation blocks to ensure that they do not ignore 23:00 'lights out' rules.
- Ensure that the unit receives the funding earmarked for the provision of a dismantled close combat trainer.

Army Training Unit, Northern Ireland (ATU (NI))

136. ATU (NI) is part of the Army Initial Training Group and is based at the Ballykinler training centre in the south of County Down. The unit provides phase 1 Alpha and Bravo training to all British Army Reservists serving in the Province.
137. The unit is commanded and staffed almost entirely by Reservists. The staff in Somme Company, who have been selected for their instructional skills, plan and deliver phase 1 training for Reservists from all Army units in Northern Ireland and Great Britain.
138. Reserve training is planned to give opportunities for Reservists to attend either modular courses over four consecutive weekends or a consolidated, week-long course. During the summer, the ATU also offers a week-long consolidated course followed directly by a two-week course for phase 1 Bravo.

Overall effectiveness of welfare and duty of care

139. Leaders and staff provide outstanding care and support to recruits. This allows recruits to focus on learning quickly during well-planned instructional sessions. As a result, they achieve outstanding outcomes.
140. Recruits' starting points are carefully identified and, consequently, they make excellent progress. Trainers always go the extra mile in providing individualised support to recruits. For example, physical training instructors frequently travel to a recruit's parent unit to support them with exercises there before they return to ATU (NI) for their next training weekend. This helps recruits develop the strength and stamina to return to training and succeed. Almost all recruits pass their phase 1 Alpha and Bravo training.
141. The standard and quantity of food in the canteen are good. However, catering providers do not give nutritional information to help recruits to make healthy choices and balance their nutritional, protein and carbohydrate intake. Wi-fi is unreliable across the site, meaning that recruits are not able to conduct research online or contact family and friends during courses.
142. The commanding officer holds very high expectations for the welfare and care of recruits, trainers and other staff which are set out in a comprehensive supervisory care directive. This is well known and understood by staff. Continuing improvement is achieved through learning from internal feedback and by responding immediately and effectively to feedback from external assurance visits. Areas for improvement are accurately identified through an inclusive and evaluative self-assessment. Leaders link this well to the quality improvement action plan, which they review and update frequently.

143. Staff have developed and implemented an outstanding 'soldier performance support and risk register' which has revolutionised the nature of the information the unit holds and manages on individual recruits. It includes progress tracking which is accessible by all unit staff and by the recruits' parent unit.
144. Senior staff recognise the need to replace the current accommodation for recruits soon. Existing accommodation is semi-permanent and reaching the end of its life.
145. The current instructor base has sufficient strengths to provide a franchised Defence Train the Trainer course to benefit Reservists of all three Services in the Province.

Recommendations

- Ensure that the planned new accommodation blocks are built and available for recruits as soon as possible.
- Provide recruits with nutritional information in the canteen, so they can make healthy eating choices.
- Ensure reliable Wi-Fi connectivity across the site.
- Reinstate the Defence Train the Trainer course to train unit staff and staff from other Northern Ireland units.

25 Training Regiment

146. 25 Training Regiment is part of the Defence College of Logistics, Policing and Administration (DCLPA) and is located at the Princess Royal Barracks (PRB), Deepcut, Surrey. The Regiment delivers phase 2 and phase 3 trade and military training and provides supervisory care for phase 2 trainees. The Regiment has three sub-units: 85 Squadron delivers phase 3 training; 109 Squadron provides welfare and care, and training for phase 2 trainees, and the Deepcut support unit gives welfare and other support functions to the Regiment. Plans to move the Regiment to Leconfield and Worthy Down have been delayed significantly. Commanders now expect that the move will start in summer 2019.
147. 109 Squadron oversees trainees from eight trade groups, according to trade requirements and qualifications. 109 Squadron training staff coordinate initial trade training but schools in DCLPA deliver it. Driver training is provided by a subcontractor at the PRB and at the Defence Transport School at Leconfield.
148. During the inspection, 79 trainees were on courses, including 11 who were under the age of 18. Trainees are recorded as being on holdover (referred to as continuation training), even if they are waiting just one day to start a course. Holdover numbers show wide fluctuations. On the day before the inspection, 65 trainees were on holdover; the following day the number dropped to 39. Of these, 16 had been on holdover for more than 15 days, with six waiting more than three months to start longer courses, such as those for ammunition technicians.

Overall effectiveness of welfare and duty of care

149. The commanding officer sets very high expectations for the welfare and care of trainees and for what they can achieve during their phase 2 training. His risk assessment and supervisory care directive identify all the risks trainees might face during their phase 2 training and gives clear direction on managing these risks.
150. Leaders at DCLPA and at regimental level have significantly improved the accuracy and use of data on trainees' progress. This enables accurate programming to reduce the length of time trainees take to complete their training.
151. Most trainees make good progress during their phase 2 training and a very high proportion of them pass it and join operational units in a range of logistic trades. The small minority of trainees who struggle to pass the driving theory tests spend longer on holdover. Their frustration at being unable to pass undermines their confidence and their enjoyment of training. The vast majority of trainees spend only short periods on holdover.

152. Physical training staff help trainees sustain or return to the fitness levels needed for Army fitness tests. Trainee injury rates are low and declining.
153. Commanders and staff maintain a close focus on the data relating to individual trainees' passage through training. This allows them to manage the training pipeline to minimise delays. However, staff do not yet use the data to check on and learn from trainees' first-time pass rates on different modules or the achievement rates of different groups of trainees. Staff also do not collect and analyse data relating to the progress and achievement of trainees who are female, from British minority ethnic backgrounds and or any trainees who are from disadvantaged backgrounds, including care leavers.
154. Further improvement is required to ensure that the instructors represent the different groups of trainees. In particular, the number of female training staff is insufficient to support female trainees or reflect their numbers.
155. Training and welfare staff know their trainees well and check their progress and well-being closely. All staff give high levels of care and support to trainees. Trainees say the welfare staff are 'brilliant'.
156. Senior staff have not yet ensured that the quality of information provided by phase 1 training centres is consistently good. For example, staff do not always receive information about trainees' additional learning needs from phase 1 establishments. Specialist staff screen all trainees during their induction week and ensure they subsequently receive the support they need.
157. Trainees receive good medical care when needed. The establishment rehabilitation instructor screens all trainees when they arrive to understand any injuries sustained during phase 1 training. Those in need of rehabilitation receive excellent support from rehabilitation instructors and physiotherapists.
158. Investment in the ageing infrastructure has been insufficient to maintain decent standards of accommodation for trainees at the PRB. Staff carefully manage prospective trainees' expectations of the accommodation when recruits visit from phase 1 establishments. Serious problems with sewerage and heating have been dealt with since the previous inspection, but finishes and furnishings are very old and worn. They are repaired within reasonable timescales when they break. Trainees appreciate the free Wi-Fi in their accommodation across the PRB.

Recommendations

- Work more effectively with phase 1 units to improve the quality of information they provide about trainees, particularly where they have identified additional learning needs.

- Ensure that the number of female staff better reflects the numbers of female trainees and to give them good support.
- Collect and analyse effectively the data relating to the progress and achievement of female trainees, those from British minority ethnic backgrounds and any who are from disadvantaged backgrounds, including care leavers.
- Collect accurate data on trainees' first-time pass rates and act on the analysis of it to improve pass rates.
- Ensure that trainees' accommodation at the PRB stays fit for occupation until the Regiment moves elsewhere.

11th (Royal School of Signals) Signal Regiment

159. This inspection was carried out because of the serious weaknesses that were identified during the inspection in 2017 and focused mainly on the actions taken to deal with them. These weaknesses chiefly concerned the numbers of trainees in holdover, the lack of purposeful activities, and the persistent and long-standing problems with heating and hot water in accommodation blocks.
160. 11th (Royal School of Signals) Signal Regiment is based in Blandford Camp, Dorset. The Regiment falls under the command of the Defence School of Communication and Information Systems, also located at Blandford Camp. The Camp is a large base, housing a number of Field Army units. The training Regiment makes up around half of the 2,400-strong population.
161. The Regiment is responsible for delivering communication information systems for the Army and for elements of the Royal Navy and Royal Air Force. The Regiment delivers 101 phase 3 and phase 2 course types, training around 4,000 soldiers annually.
162. Training is carried out by four squadrons, each responsible for different trade groups and/or elements of training. Two squadrons (numbers 2 and 3) are responsible for the training and care of phase 2 trainees. At the time of the inspection, 372 phase 2 and 249 phase 3 trainees were on site.

Overall effectiveness of welfare and duty of care

163. Outcomes for trainees remain good. Overall pass rates and first-time pass rates remain good, with first-time pass rates exceeding a challenging regimental target. Only small numbers of trainees do not pass assessments and examinations at the first attempt. These trainees benefit from good-quality coaching and the vast majority of them succeed at their second attempt. Trainees develop a good set of skills during their phase 2 training that prepare them well for the Field Army. Most trainees were confident about their learning and clear about the new skills they had developed at Blandford. Staff in Field Army units provide very positive feedback on the standard of phase 2 trainees they receive from Blandford.
164. The quality of welfare and care for trainees has improved significantly and is now good. Senior staff have made exceptionally good progress in reducing holdover numbers from around 300 in 2017 to 73 at the time of this inspection. They have also significantly improved the oversight and operation of Kohima troop, which manages those in holdover. Trainees in Kohima now benefit from a very well-managed programme of development and training activities. Staff in Kohima are energetic, forward-looking and successful in engaging trainees who are waiting for posting.

165. Senior staff have taken significant steps to resolve the many problems with the accommodation that inspectors reported in 2017. A major investment in boiler repairs and replacements has restored reliable heating and hot water supplies in trainees' accommodation blocks. Such funding must be maintained so that accommodation remains in good order. Repair, refurbishment and redecoration of blocks have also taken place.
166. Trainees and staff now benefit from balanced and nutritious food in the mess. Senior staff have worked hard with a new catering contractor to improve this. As a result, meal choices are now good and sufficient healthy options are available during the day, evening and at weekends. A newly appointed garrison catering warrant officer oversees standards effectively and liaises well with the catering contractor. The general environment in the mess has improved, and staff are more approachable and helpful.
167. Measures to identify and meet trainees' specific learning support needs are much improved and staff now focus more effectively on them during Regimental induction. The Regimental learning support officer has raised the awareness of instructors and troop staff through a programme of workshops and development activities. However, the current learning support officer occupies the post only on a short-term contract. Without a replacement in a permanent post much good work will be lost.
168. Staff have improved liaison and communications with phase 1 units. The units now share more detailed information about trainees' skills and needs, with the result that Regimental training staff can meet trainees' needs better when they arrive.
169. The quality of leadership and management of welfare and care is good. Recently appointed senior staff quickly recognised weaknesses in the welfare and care of trainees. They have worked with focus and determination to improve it. Leaders are confident that the newly constituted independent advisory panel will add value to their work. The current self-assessment report is accurate but does not summarise the key strengths and weaknesses of the welfare and care arrangements.
170. Staff at other levels in the chain of command recognise and appreciate the determination with which senior staff have dealt with historic problems. Morale across the Regiment has improved and a strong 'Team 11' ethos is now embedded. However, the number of unfilled training posts threatens to destabilise training quality. The difficulty leaders face in attracting civilian staff to training roles is particularly acute.

Recommendations

- Make sure that the newly constituted independent advisory panel contributes as soon as possible to Regimental improvements.
- Work with the Army Personnel Centre to reduce staffing gaps. Ensure that the APC provides a replacement permanent Army education officer who can continue the beneficial work begun by the current temporary post-holder.
- Improve the self-assessment report by summarising strengths and weaknesses clearly.
- Ensure that funding continues to be available to improve and repair the infrastructure and hot water systems in accommodation blocks.
- Ensure that the Defence School of Communications and Information Systems supports senior staff to attract and retain new civilian instructors.

Army Training Regiment Grantham (ATR(G))

171. The Army Training Regiment Grantham ATR(G) is located in Prince William of Gloucester Barracks in Grantham, Lincolnshire. The unit provides phase 1 Alpha and Bravo training to British Army Reservists.
172. The Regiment is commanded by a Regular commanding officer (CO) and staffed by a mixture of Regulars and Reservists who provide phase 1 training only to the Army Reserve. Regular instructors run the 14-day phase 1 Bravo courses and Reservist instructors run the phase 1 Alpha modular and consolidated courses.
173. At the time of the inspection 34 Reservists were completing their phase 1 Bravo course and five were halfway through their modular phase 1 Alpha course.

Overall effectiveness of welfare and duty of care

174. The CO, his command team and instructors provide outstanding training, care and support for recruits. As a result, they enjoy learning and swiftly develop the skills, attitudes and knowledge they need as soldiers in the Field Army. A very high proportion of them succeed in their training.
175. In his supervisory care and safeguarding directive, the CO reflects the outcome of his commander's risk assessment with a comprehensive set of risk removal and mitigation strategies. He sets the highest expectations for recruits' training and care.
176. Leaders understand the strengths and areas for improvement in their welfare and care arrangements. They are quick to learn after feedback from staff and recruits, and from external assurance visits, and act swiftly to ensure continuing improvement. Responsibilities for improvements are allocated in the quality improvement action plan (QIAP), with clear and challenging timescales for completing them. Staff make effective everyday use of the plan to manage and monitor improvement.
177. Recruits benefit from excellent welfare support, good standards of accommodation and food. Reserve recruits have access to Wi-Fi but must pay for it, unlike their counterparts at Army Initial Training Group establishments for Regular soldiers.
178. Arrangements to provide recruits with medical and dental care, through the medical and dental centres at RAF Cranwell, are effective. Local emergency arrangements include easily accessible defibrillators. An additional defibrillator on a safety vehicle would reduce delays in treating recruits on exercises and loaded marches.

179. Training staff conduct detailed initial interviews and make good use of pre-arrival information. As a result, they know the recruits well and can provide carefully tailored individual support for those that need it. Leaders are working to ensure that they get information about any additional learning needs from parent units, as well as the comprehensive information they currently receive on welfare matters.
180. Leaders manage effectively the well-developed continuing improvement and self-assessment process. This links closely to the commander's risk assessment. The self-assessment report is clear and concise, connecting well to the improvement plans. However, although leaders know of new themes for improvement that emerge after the QIAP has been initiated each year, they do not record these formally until the next annual self-assessment report.

Recommendations

- Allow Reservist recruits free access to Wi-Fi so there is parity with Regular personnel. In the interim, ensure all recruits are aware of the free access in the 'Colours' restaurant.
- Before recruits arrive for training, make sure parent units provide more detailed information about their learning needs to assist trainers' planning.
- Provide a defibrillator for the safety vehicle.
- Record any new themes for improvement in the QIAP during the year and monitor them.

HMS Collingwood

181. HMS Collingwood is in Fareham, Hampshire. It is the headquarters for the Maritime Warfare School (MWS) training and support groups, for lodger units and the command for several satellite training facilities. It provides training to international trainees, phase 3 trainees, phase 2 officers, ratings and maritime Reservists. The MWS provides specialist training at HMS Collingwood as well as at other sites, including HMS Raleigh, HMS Excellence and Horsea Island. Training is delivered in partnership with civilian contractors.
182. The inspection focused on the phase 2 training carried out by the MWS Warfare and Weapons Engineering Training Group and the care and welfare provided by Victory Squadron. At the time of the inspection there were 437 phase 2 ratings and 58 officers. Seven per cent were women and 13% were under 18. One trainee had been identified as a care leaver. Thirty-three trainees were not in training and placed in holdover in Matapan Squadron. No maritime Reservists were on site.

Overall effectiveness of welfare and duty of care

183. Overall completion rates continue to be high, with the vast majority of trainees completing their training at the first attempt. Trainees develop good levels of English and mathematics skills at the start of their programmes and go on to enhance these during training. The vast majority of trainees are enthusiastic about their training. However, a few feel they received insufficient information about their trades and sub-specialisms before starting phase 2.
184. Wastage rates are generally low, but variations exist between male and female trainees and between different trades. Staff do not use data well enough to understand these variations and plan actions to reduce them.
185. Victory Squadron divisional officers (DOs) continue to provide excellent support for trainees. DOs are approachable and provide very effective guidance, ensuring trainees make good progress and receive specialist support or advice. Personalised support is provided by some DOs to those leaving the Service and returning to local authority care.
186. Regular forums and good staff records ensure that staff discuss any trainees who are a cause for concern. Forums involve appropriate input from the chain of command, as well as from medical and welfare specialists. Trainees value highly the excellent facilities and support provided by the chaplaincy.
187. Most trainees on holdover in Matapan Squadron are suitably employed and complete an appropriate range of activities. However, a small number of trainees spend longer periods on holdover recovering from injury or awaiting start dates for courses which only run a few times per year. These trainees said

there were often periods when they were bored or were carry out repetitive tasks. Plans are in place to introduce more core maritime skills courses to prepare trainees better for joining the Fleet.

188. Trainees enjoy the sporting and physical training facilities, which are easily accessible and well managed. Equipment is of a high standard and well maintained. The medical and dental services are also very good.
189. Trainees' accommodation, however, continues to suffer from failing hot water and heating, despite remedial actions and installations of new pumps. Repairs to defective fixtures and fittings, although within the timescales contracted, continue to frustrate trainees and staff. The chain of command works closely with the contractors to hasten repairs where possible.
190. The executive board provides effective oversight of trainees' care. Welfare and senior staff are aware of areas where improvement is needed. However, the current quality improvement plan does not include all current areas for improvement and is not used as a driver for continuous improvement by the executive board. The quality improvement plan is not used effectively to manage and check continuing improvements or to track actions that have been taken to improve trainees' care and welfare in-year.

Recommendations

- Analyse and use data more effectively, particularly about first-time pass rates, to understand what aspects of courses work well, where trainees struggle, and the variations between different groups; plan actions to deal with these.
- Build on the productive working relationship with the maintenance contractors to improve response times for fixing defects.
- Improve the range of purposeful activities available to trainees who spend longer periods in Matapan Squadron.
- Disseminate the good practice relating to care leavers to all Victory Squadron DOs to increase awareness of the additional support and guidance that care leavers might need.
- Enhance the processes for gathering information so that the quality improvement plan reflects current concerns and is useful for driving improvements.

Defence School of Transport, Leconfield

191. The Defence School of Transport (DST) is located at Normandy Barracks near Beverley, Yorkshire. It is a school within the Defence College of Logistics, Policing and Administration (DCLPA). DST provides training for vehicle operations, road transport management and signals training for the three Services and selected government departments. During 2017/18, around 2,500 trainees completed initial trade training at DST. Three quarters of these trainees were Army personnel.
192. The school comprises three pillars. The training delivery pillar focuses on phase 2 training. Courses range from basic licence acquisition to general service driving and transporting hazardous materials. The training delivery pillar also provides phase 3 training in a range of specialist vehicle courses to meet urgent operational needs. The establishment support pillar manages the training infrastructure and provides support functions. The student focus pillar provides workplace welfare for the trainees.
193. Around 20 trainees join the establishment each week, but numbers increase rapidly at the end of a term at the Army Foundation College, Harrogate. Trainees range in age from 17 to 32, with the most at the younger end of this. They complete a driving licence acquisition course and gain a category B licence, progressing to large goods vehicles, and the lorry plus trailer category. Civilian instructors provide most of the initial driver training.
194. DST operates a two-tier welfare support system. First-line welfare support is provided by duty of care personnel. The second-line welfare support is provided by the student focus team.

Overall effectiveness of welfare and duty of care

195. Staff have high expectations of their trainees and know how to look after them to develop their trade training skills. Staff work hard to provide high-quality training, accommodation, support facilities and food. The vast majority of trainees successfully complete their training. Very small numbers transfer to other cap badges or discharge from the Army.
196. Trainees, staff and civilians receive purposeful induction briefings, including warnings about the dangers of radicalisation and extremism. Most military instructors – but not civilians – complete the Defence Train the Trainer (DTtT) course quickly. Senior staff at DST expect to gain a franchise to run DTtT courses in early 2019.
197. Liaison with the phase 1 training establishments has much improved and, before they arrive, staff know about trainees where welfare concerns have already been identified.

198. Trainees complete training within the expected timescales, and support for those who need extra help is good. Trainees in holdover benefit from purposeful additional training. However, some of those who spend several short periods in holdover find themselves repeating training several times. A small number of trainees stay at DST for an extended time as they try to master new skills. However, some are not able to take leave and spend time with families or friends because time for it is not built into the programme.
199. Modern accommodation blocks provide good separate living space for male and female trainees. Permanent staff instructors, however, are relegated to shabby, substandard accommodation. The leaking roof in the main training hangar has the potential to affect the delivery and management of training; insufficient attention and resources have been given to dealing with it. The range and variety of food for trainees are very good.
200. Trainees using illegal drugs is an increasing problem. To identify them, staff rely on the returns from compulsory drug testing, which can take up to four weeks. On-the-spot testing would allow this to happen speedily so that staff can quickly remove trainees from contact with equipment and vehicles.
201. Trainees reported that the recruitment and selection process to join the Army was often long. They found communication with recruiters was frequently poor and many found the process as a whole confusing. Delays in medical screening processes pose particular problems.
202. Staff at DST know what improvements are required and use data well to monitor trends and the extent to which success criteria have been met. The DCLPA self-assessment report is adequate but it holds too much unnecessary detail about all schools to be a report that is useful specifically for DST.

Recommendations

- Improve the arrangements for holdover training so that it meets individuals' needs better and does not repeat content that trainees have already mastered.
- Repair the leaking roof in the main training hangar and improve the condition of permanent staff instructors' accommodation.
- Ensure that trainees held at DST for an extended period are allowed to take leave.
- Introduce on-the-spot drug testing without delay so that trainees using illegal drugs can be identified and removed from training.
- Begin to run DTtT courses at DST.
- Improve recruitment processes so that personnel are not discouraged from joining the Armed Forces.

HMS Raleigh

203. HMS Raleigh is located at Torpoint, near Plymouth, Cornwall. It is the only Royal Navy (RN) new-entry training establishment for ratings. HMS Raleigh also hosts a number of phase 2 and phase 3 units, including the RN Submarine School, the Defence Maritime Logistics School, the RN School of Seamanship, the Naval Military Training Unit, the Board and Search School, and Triumph Squadron. It also provides accommodation and staffing for the Youth Training School, the Royal Naval Reserve and the band of HM Royal Marines, Plymouth.
204. This inspection focused on welfare and care for recruits on the 10-week, phase 1 Initial Naval Training (INT) course for ratings. Inspectors also considered the welfare and care for phase 2 trainees on site at the time of the inspection. The Captain, HMS Raleigh, as commanding officer, has full responsibility for INT and provides the whole-ship lead for the phase 2 and phase 3 training units in the establishment.
205. At the time of the inspection, 410 recruits were in phase 1 training, of whom 12% were women, 18% under 18, and 4% foreign and Commonwealth. Twenty-three recruits were in Crean division recovering from injury and sickness before returning to training. There were 17 trainees in Ganges division, on holdover, because they had completed phase 1 and were waiting for the start of their phase 2 courses. One hundred and ninety-eight trainees were in phase 2 training, of whom 22% were women, 12% under 18, and 15% foreign and Commonwealth.
206. Welfare and care in phase 1 training at HMS Raleigh was previously inspected in 2014 and the phase 2 training in the RN Submarine School was inspected in 2013. A more recent inspection in 2015 focused on the Royal Naval Reserves (phase 1) only.

Overall effectiveness of welfare and duty of care

207. Overall completion rates have improved. The vast majority of recruits and trainees complete their courses at the first attempt. The small minority of recruits who need extra help and coaching, or time to recover from injury and sickness, usually succeed at their second attempt.
208. Staff analyse data particularly well to monitor trends and to investigate any anomalies. Early leaver rates are very low, although the proportion of under-18-year-olds opting for premature voluntary release is still higher than for other groups. These young people often find it difficult to cope with the rigours of initial naval training and being away from family and friends. No variations exist between sexes.

209. The divisional system ensures good care and support for recruits and trainees. Divisional officers and selection officers provide good advice and guidance to those who may have concerns early in their training. The chaplaincy team maintains frequent contact with recruits and trainees. It is particularly effective at dealing with concerns, alongside the experienced and knowledgeable welfare team. Staff use external specialists effectively when they are needed.
210. Medical teams and the rehabilitation specialist work closely with sick or injured recruits and trainees to ensure they can return to training once fit. However, recruits in Crean division often feel bored and unsure of the progress they should be making towards training goals.
211. Senior staff prioritise the care and welfare of recruits and trainees. They focus carefully on the most vulnerable, as set out in the supervisory care directive and in the weekly carers' forum. Staff hold additional recruit assessment group meetings if a recruit causes concern or appears at risk of not completing training. The coaching advisory support team is not fully staffed and is therefore unable to support all recruits and divisional staff who should receive help from its services.
212. The number of trainees on holdover is carefully managed. Too often, however, the tasks trainees undertake are menial and do not ensure they consolidate the skills learned in phase 1 or prepare them well for phase 2.
213. Accommodation and leisure facilities are tired and dated. Heating and hot water often fail. Senior staff have secured funding to begin refurbishing the ablutions to a high standard. In collaboration with the catering contractors, staff are about to implement plans to improve the social areas on site. Recruits and trainees are unhappy with the variable standard of food preparation in the galley.
214. Most recruits and trainees are enthusiastic about their training and look forward to developing their skills and knowledge. They feel safe and well supported throughout their training.

Recommendations

- Ensure that the funding for the infrastructure projects is used swiftly to upgrade the leisure facilities, and provide good-quality accommodation, and reliable hot water and heating.
- Ensure the activities and tasks planned for trainees and recruits in Crean and Ganges divisions are purposeful, individualised where possible, and help trainees and recruits consolidate or develop knowledge and skills.

- Ensure recruits in Crean division have clearer recovery milestones and understand the progress they are making towards a return to training.
- Increase staffing in the coaching advisory support team to provide all recruits and staff with the personal support and development they need.
- Respond to recruits' concerns about the cooking and presentation of food in the galley by working effectively with the contractors.

HMS Sultan

215. This inspection was carried out because of the serious weaknesses that were identified during the inspection in 2017 and focused on the actions taken to deal with them. These weaknesses chiefly concerned a lack of Disclosure and Barring Service (DBS) checks, delayed instructor training, concerns that trainees were not developing technical skills in enough depth, and the management of Sultan's ageing infrastructure.
216. HMS Sultan is a large, complex Defence training establishment on the Gosport peninsula. On average, HMS Sultan has around 1,350 trainees and 1,150 staff, with around 1,000 remaining on the site overnight.
217. HMS Sultan comprises a number of separate schools and units, including the Headquarters of the Defence College of Technical Training, the Defence School of Marine Engineering (DSMarE), the Royal Naval Air Engineering and Survival Equipment School (RNAESS), the Nuclear Department of the Defence Academy, the Defence Business Services, and the Admiralty Interview Board. EDF Energy and Network Rail also run apprenticeship training on the site.
218. DSMarE and RNAESS manage and train the large majority of phase 2 trainees on the 30-week courses. Most phase 2 trainees are following a DSMarE course.
219. Support for training is provided by the executive department, headed by the executive officer. This includes personnel support services such as the Royal Navy/Royal Marines Welfare (RNRMW), medical and dental services, and the chaplaincy. A contractor provides catering, accommodation, facilities and personnel management.

Overall effectiveness of welfare and duty of care

220. HMS Sultan's leaders and managers have acted swiftly to tackle the areas for improvement identified at the previous inspection. Progress is evident in most areas, although it is too early to judge impact in a few. Senior staffing is now stable, and the resource is now sufficient to manage quality improvement strategies effectively.
221. The several aspects of leadership and management that required improvement have been dealt with successfully. For example, concerns about a lack of DBS checks, delayed instructor training and the many challenges posed by Sultan's ageing infrastructure have largely been dealt with.
222. However, trainees continue to express concerns that they are not developing technical skills in sufficient depth. Leaders have begun to act to improve all instructors' teaching and training skills, but such actions are at an early stage

and their impact cannot be seen. A full review of the content and effectiveness of Sultan's phase 2 training programmes has just begun.

223. The quality and impact of welfare and care arrangements on trainees remain good. They value the support and care they receive, recognising them as central to their experience of training.
224. The large majority of DSMarE and RNAESS trainees complete and pass their courses. However, some are put on holdover while others complete their functional skills training and assessments. The number of phase 2 trainees who leave the Service early or change branch is now very low.
225. Leaders have enhanced the quality improvement arrangements, which are now more effective. The most recent self-assessment report uses data more effectively and is thorough, acknowledging where improvements are still required. However, it is too long and not sufficiently evaluative. Staff have yet to develop effective measures to gather feedback from trainees about training quality and impact.
226. Trainees' outcomes, welfare and care arrangements, and leadership and management are now good.

Recommendations

- Implement professional development programmes to improve instructors' teaching and trainees' learning.
- Improve measures to gather trainees' views on the quality and impact of their training, welfare and care.
- Give senior staff greater control of projects designed to mitigate the impact of HMS Sultan's ageing infrastructure on trainees.
- Improve the self-assessment report so that it is shorter and more evaluative.
- Make sure that no DSMarE trainee spends time on holdover waiting for others to complete their functional skills qualifications.

Summary reports in date order – Reserve establishments

Royal Marines Reserves, Scotland (Belfast Detachment)

227. The Royal Marines Reserves (RMR) Scotland is one of four Royal Marines Reserve units in the UK. It comprises a headquarters at MoD Caledonia in Rosyth and six regional detachments in Aberdeen, Belfast, Edinburgh, Dundee, Glasgow and Newcastle. Each detachment recruits and trains Reserve recruits and provides continuation training to trained ranks. RMR Scotland currently has around 200 personnel split between the detachments which, typically, have around three to five Reserve recruits each in training at any time. Belfast Detachment is located at Palace Barracks, Holywood, to the north-west of Belfast.
228. The RMR Scotland training officer has responsibility for all training across the detachments. At Belfast detachment, the Officer Commanding (OC) oversees training, supported by a DSM.
229. Potential recruits attend detachment on familiarisation visits. After completing a Royal Marines' training course for potential recruits, they enter training. Staff place recruits who apply to join the detachment between annual training start dates in a holding troop.
230. Recruit training follows the Commando Training Centre, Royal Marines (CTCRM) syllabus. This comprises three parts: phase 1 training, lasting on average for 12 months; phase 2 training, lasting around four months, and the Reserve Forces Commando Course. Reservists who are successful in all stages of training are awarded the Green Beret. The Belfast detachment currently has six recruits in phase 1A training and nine in phase 1B training, with a further 15 recruits in the holding troop.

Overall effectiveness of welfare and duty of care

231. Staff make sure that Reserve recruits develop a good range of relevant military skills, preparing them well for the rigours of Royal Marines training. Good training and briefing prepare them for courses at CTCRM. During the past year, RMR Scotland has achieved a good increase in the number of green berets awarded. Recruits are forward-looking, determined, and proud to serve in the Royal Marines Reserves.
232. One annual intake for training means that potential recruits must sometimes wait for long periods before they can start training. Recruits in holding troop are introduced effectively to training by being involved in detachment activities. Belfast Detachment is relatively remote from most training and other activities in Great Britain and therefore recruits must often make lengthy journeys to

collective training weekends or to training courses at CTCRM in Lymington, Devon. Staff recognise that this has some impact on recruits' readiness for training.

233. Some recruits find the time spent in recruiting processes and in holding troop frustrating. Further, recruits in holding troop are not security cleared so staff need to escort them inside the Palace Barracks.
234. Staff work hard and successfully to deliver challenging training that meets the standards set by CTCRM. They do this against a background of limited staffing, resources and infrastructure. A Reserve trainer accompanies recruits when they are training at CTCRM. Staff at CTCRM and during training weekends keep a good watch on recruits' fitness and well-being. They record recruits' progress in training, updated with each weekend's or week's training performance. The detail is relatively limited, but such pen portraits provide a serviceable guide to recruits' standing and progress.
235. The number of qualified physical training instructors (PTIs) and staff with Defence Train the Trainer v2 qualifications is too low. Because the detachment does not have its own PTIs, the detachment uses local PTIs, who are in short supply, or staff from the wider unit, to secure training support. The OC and detachment staff make good efforts to provide recruits with continuity in their training, but this is sometimes difficult without enough properly qualified staff.
236. Recruits appreciate the efforts made by the OC and detachment staff to secure a stable and challenging training routine for them, despite the limited infrastructure and staffing. The detachment currently lacks Royal Navy funding for infrastructure improvements and additional equipment. The OC is beginning to investigate opportunities to collaborate more with other Reserve units in the Province. Currently, recruits do not benefit from opportunities for joint training or from access to the substantially better facilities and infrastructure available at other units, for example HMS Hibernia, and Army Training Unit (Northern Ireland) (ATU (NI)).
237. Recruits are very confident that staff would investigate any complaints or concerns swiftly and effectively. Staff and recruits receive good security briefings about the dangers they might face from those hostile to members of the Armed Forces, particularly in Northern Ireland but also elsewhere. Precautions to safeguard the very small number of recruits who are under 18 are adequate.
238. Under the leadership of the new OC, the detachment is quickly re-establishing full routines and energies. Recruitment has improved. Recruits are making good progress through training. Morale in the detachment is good. The OC and his counterparts across RMR Scotland have a weekly conference call with the commanding officer to identify welfare, care and training concerns.

239. Self-assessment reporting is rudimentary. A self-assessment statement from RMR Scotland captures some useful strands of welfare and care actions for the detachment, although it lacks detail. Detachment staff do not take enough ownership of their own self-assessment and reporting. The current self-assessment makes insufficient evaluation of measures to safeguard those recruits who are under 18.

Recommendations

- Improve self-assessment arrangements at RMR Scotland so that reporting focuses more sharply on the standards of welfare and care for recruits at detachment level, also engaging the OC and other local staff more directly in the detachment's self-assessment.
- Make sure the self-assessment report properly evaluates the effectiveness of measures to safeguard recruits who are under 18.
- Improve the numbers of local trainers who have Defence Train the Trainer qualifications.
- Liaise with other units in Northern Ireland to secure modular Defence Train the Trainer courses so that Reserve staff do not need to spend long periods training in Great Britain.
- Secure Royal Navy infrastructure funding to improve facilities, equipment and furnishings at the Belfast Detachment.
- Develop relationships with senior staff at HMS Hibernia, ATU (NI), and other units, so that recruits may benefit from joint training and use the substantially better facilities, estates and infrastructure these units have.

206 (Ulster) Battery, Royal Artillery

240. 206 (Ulster) Battery (206 Battery) is part of 105 Regiment, Royal Artillery, based in Edinburgh. The Battery trains Reservist gunner and officer recruits to prepare them for their phase 1 modular or consolidated courses at the Army Training Unit (Northern Ireland) (ATU (NI)). In addition, they train personnel on the trained strength to prepare them for their phase 2 and 3 courses in their gunnery or other specialisations.
241. The Battery trains on Wednesday evenings and during some weekends. Recent declines in recruiting, caused by a range of factors including a change in the recruiting information system, mean that the Battery is likely to achieve around half of its annual target of 12 new recruits.
242. The Battery does not have overnight accommodation or dining facilities and does not recruit soldiers or officers who are under 18.

Overall effectiveness of welfare and duty of care

243. The commanding officer 105 Regiment sets high expectations for the welfare and care of recruits, trainees and trained soldiers. These are communicated through an effective supervisory care directive. A welfare committee exists at regimental level but not at Battery level. At 206 Battery, welfare and care arrangements are mainly informal and evidence of how effectively the Battery commander and her staff meet welfare and care needs is largely anecdotal.
244. The Battery has extensive training facilities which are ageing but remain fit for purpose. These include a drill hall and a well-equipped cardiovascular training room. The current CCTV system on the perimeter wire is insufficient to ensure that staff, recruits and trained soldiers are kept safe.
245. Recruits and Battery staff are frustrated by medical and recruiting staff applying standards too zealously during the medicals carried out for potential recruits under the Capita contract. As a result, some potential recruits drop out or the recruiting process is much delayed.
246. Trainees enjoy their training and feel very well supported by training and welfare staff. They value the support they received when they first joined to help them prepare for their phase 1 training at ATU(NI). The local permanent staff instructors and the broader 105 Regiment team of trainers help recruits pass the range of local and centralised courses. As a result, most Reserve recruits are well prepared for the follow-on, full-time training.
247. Not all trainers hold Defence Train the Trainer v2 qualifications. Training managers do not support trainers routinely to develop their teaching skills. Training managers do not observe training activities or give trainers feedback

about the extent to which their teaching has had an impact on helping recruits and trainees to learn quickly and enjoyably.

248. Arrangements for enabling the commanding officer to assess the quality of welfare and care provided at Battery level for recruits, trainees and staff are inadequate. The informal arrangements for discussing, recording and monitoring any welfare concerns that might affect recruits and trainees are insufficient to realistically evaluate the support provided.

249. Senior staff are insufficiently rigorous about the cascade process for informing Reservists about security risks. These briefings are frequently provided by security staff in 38 Irish Brigade and are relevant for the areas in which the recruits live and work.

Recommendations

- Develop effective arrangements that enable the commanding officer to assess the quality of welfare and care provided at Battery level for recruits, trainees and staff.
- Formalise arrangements for discussing, recording and checking any welfare concerns that might affect recruits and trainees.
- Ensure all trainers are DTtTv2 trained and that training managers support them to achieve practitioner status and develop their teaching skills, including providing feedback.
- Assure the process through which staff brief Reservists about security risks, especially ensuring that such briefings relate to the areas where recruits and trainees live and work.
- Upgrade the CCTV system covering the security fencing around the site.
- Gather feedback from trainees on the quality of support they receive to help them learn and continue as Reservists.
- Seek solutions, through the chain of command, to manage acceptable risks more realistically in potential recruits' medical standards.

502 (Ulster) Squadron Royal Auxiliary Air force

250. 502 (Ulster) Squadron is a Royal Auxiliary Air Force (RAuxAF) squadron based at Aldergrove Flying Station, Northern Ireland. The squadron provides part-time volunteer Reservist personnel (PVTR) across 18 branches and trades. The Squadron is one of seven general service support squadrons.
251. The Squadron trains phase 1 recruits in general service knowledge before they complete their basic recruit training course at RAF Halton. Training extends over four weekends, with the Squadron running three courses each year. Staff allocate trainees to trade training courses for phase 2 training at specialist trade training schools.
252. 502 (Ulster) Squadron consists of a permanent headquarters, and training, logistics, administration, continuing training and support delivery, and recruitment departments. The Squadron has an establishment of 137 PVTR RAuxAF personnel supporting Defence needs. Its training team consists of one training officer, one sergeant, and two corporal instructors, with support from one sergeant and two junior non-commissioned officers. All staff are on full-time Reserve Service commitments. At the time of the inspection, the Squadron had 13 phase 1 recruits, 24 phase 2 trainees and 54 combat-ready phase 3 trainees.

Overall effectiveness of welfare and duty of care

253. Staff work very successfully to create a whole-squadron ethos from a diverse Reserve recruit intake. Recruits range from 18-year-olds with no military experience to ex-Regular Forces personnel with many years' service. Later in their careers, Reservist trainees and trained Reservist personnel benefit from a very wide range of deployments and operational postings. These include a good number overseas or in Great Britain.
254. Senior staff provide recruits and staff with good-quality training and support. Expectations are high, and staff and recruits rise to meet the challenges of training. As a result, a very high proportion of recruits succeed in their training and are retained as Reservist personnel. All recruits pass their basic recruit training course at RAF Halton and many recruits achieve 'best recruit' awards.
255. The squadron does not have a parenting statement relationship with Aldergrove Flying Station. Staff work around the frustrating restrictions caused by operating within an Army-managed station. For example, control over infrastructure and the ordering of equipment are not always in the hands of squadron staff. As a result, staff cannot extend or improve the squadron's footprint within Aldergrove Station.

256. Squadron staff lack funding to support them in efforts to complete training as trainers and advisors and as defence training supervisors. Too often, staff are unable to take up training opportunities because of short notice or because course timings and durations do not reflect the work/life patterns of Reservist staff. Particular difficulties exist in training staff for the Defence Train the Trainer qualification, because no unit in the Province offers training. Travelling to Great Britain is time-consuming and difficult for PTVR staff.
257. Clear procedures govern the welfare and care arrangements for recruits and trainees and are well understood by staff and recruits. Staff make very good use of recruits' and trainees' comments to review the quality of training and identify improvements. As a result, self-assessment and quality improvement planning are developing well, but they do not yet focus enough on the welfare and care of recruits and trainees. Staff make good use of the frequent intelligence briefings from 38 (Irish) Brigade to ensure the safety and security of Reservist personnel.

Recommendations

- Establish RAF parenting arrangements for the Squadron to deal promptly with concerns about resourcing and general support.
- Ensure that funding and course places are made available for staff waiting for training as trainers and advisors and as defence training supervisors.
- Work with other Reserve units in Northern Ireland, and with Army Training Unit (Northern Ireland) to secure Defence Train the Trainer v2 provision in the Province.
- Continue to develop infrastructure for the Squadron and the training space available within Aldergrove Flying Station.
- Improve the processes for self-assessment and quality improvement action planning, ensuring that these focus closely on the welfare and care of recruits and trainees.

HMS Hibernia

258. HMS Hibernia is a Royal Naval Maritime Reserves unit in Thiepval Barracks. The barracks houses a range of units including the headquarters of 38 (Irish) Brigade. HMS Hibernia occupies a single, very high-quality building and has excellent training facilities. The barracks has a wide range of welfare, sporting and recreational facilities. These include high-quality gymnasiums, a swimming pool, riding stables and a wide range of sporting pitches. The barracks also provides plenty of space for physical and leadership development activities.
259. HMS Hibernia is the only Royal Naval Reserve unit in the Province. Its Reservists undertake important ceremonial roles, as well as raising the profile of the Royal Navy as a potential employer. Commanded and staffed by Reservist officers, senior rates and ratings, the unit provides phase 1 and phase 2 preparation training. The initial training team supports Reserve recruit ratings to prepare for their phase 1 confirmation course at HMS Raleigh. Officer recruits are helped to prepare for their initial officer training at Britannia Royal Naval College, Dartmouth.
260. The training staff also provide continuing career development and refresher training for Reservists on the trained strength of the unit. This minimises the additional training Reservists might need before any deployment.

Overall effectiveness of welfare and duty of care

261. Staff prepare recruits and trainees well to meet the demands of their training. A high proportion of Reserve recruits and trainees succeed in their phase 1 and phase 2 training, reflecting the hard work undertaken by training and welfare staffs.
262. Recruiting staff have been very successful in attracting recruits to the Maritime Reserves. Recruits received good advice before joining. For many, service in the Reserves is a step towards their aim to join the Regular Royal Navy. Reserve recruits wait too long, however, before they have pre-joining medicals. They, and unit staff, are frustrated by the over-stringent application of medical requirements.
263. Recruits feel very well supported in all they do while on board and in preparation for external training courses. Recruits, trainees and staff also feel well supported between training evenings should the need for support or security briefing arise. Recruits feel that their trainers have the right skills and knowledge to help them learn what they need to succeed in phase 1 training.
264. A significant minority of recruits are under 18, with a number aged just 16 at the time of the inspection. All training staff in the initial training team have been appropriately checked to work with those under 18. However, training

staff responsible for working with Reservists on the trained strength of the unit have not been checked, even though an increasing number of recruits are likely to complete their phase 1 training and transfer to the trained strength before reaching the age of 18.

265. Feedback on Reservist officer cadets who attend phase 1 training at Britannia Royal Naval College is good, while the feedback on ratings who attend HMS Raleigh is not detailed enough for staff to support recruits effectively when they return to HMS Hibernia from it.
266. The risk register is not sufficiently detailed to identify and manage all the risks of recruits not completing their training.
267. Not all trainers have a Defence Train the Trainer v2 qualification. They also do not have frequent developmental feedback after their teaching has been observed. As a result, they are unsure about the extent to which their teaching helps recruits to enjoy their training and learn quickly.
268. The commander's supervisory care directive sets high expectations for the welfare and care of recruits, trainees and staff. The document links well to an effective commander's risk assessment.
269. The carers forum has recently taken on responsibility for the self-assessment and the quality improvement action plan. The self-assessment report is not sufficiently accurate about the strengths and areas for improvement in welfare and care. The quality improvement plan also requires improvement. For example, review dates and target dates for completing activities are imprecise.

Recommendations

- Manage acceptable risks more realistically in potential recruits' medical standards.
- Ensure DBS checks are undertaken on all instructors who might teach recruits or trained Reservists below the age of 18.
- Ensure feedback following recruits' phase 1 course at HMS Raleigh provides detailed and useful information to inform their in-unit and phase 2 training.
- Ensure self-assessment accurately identifies strengths and areas for improvement in welfare and care.
- Set precise target dates in the QIAP for completing activities to sharpen the focus on improvement activity.
- Improve the detail in the risk register about the factors affecting recruits' progress in training and the actions staff take to manage and mitigate the risks.
- Ensure all instructors are Defence Train the Trainer v2 qualified and receive frequent feedback on their teaching to help them achieve practitioner status.

4624 (County of Oxfordshire) Movements Squadron, Royal Auxiliary Air Force

270. 4624 (County of Oxfordshire) Movements Squadron, based at RAF Brize Norton in Oxfordshire, is one of the largest Royal Auxiliary Air Force (RAuxAF) squadrons, with an establishment of 210 posts. It provides part-time volunteer Reservist (PTVR) logistics and movement personnel in support of movements operations, exercises and tasks worldwide. The squadron is well integrated with the Regular movements trade. Personnel are routinely provided to support the on-base, UK Mobile Air Movements Squadron. The squadron delivers all training activity, including recruiting, logistics, administration and phase 1, 2 and 3 training.
271. Commanded by a wing commander, the squadron is at full strength, with 174 PTVR personnel spread across four operational flights and the headquarters, which also has 36 Regular and full-time Reservist Service personnel. Training is delivered at RAF Brize Norton using the station's facilities. These include training aids, simulators and aircraft.
272. The squadron recruits two cohorts of PTVRs each year, with between 12 and 30 personnel on each course. Recruits complete phase 1 training over four weekends, followed by a 15-day residential at RAF Halton. They then move to phase 2 trade training, which lasts for 13 weekends followed by a 17-day residential.
273. The squadron delivers training over 44 weekends of the year, running 19 different courses including continuing professional development for trained PTVR personnel. PTVR are frequently mobilised to serve alongside regular RAF personnel, providing approximately 24% of all RAuxAF in-year unestablished support to the RAF.

Overall effectiveness of welfare and duty of care

274. A very high proportion of PTVR recruits successfully complete their phase 1 training and move on to trade training. The few who leave do so for personal reasons and a small minority transfer to other Reserve trades in the RAF. Staff make sure PTVR develop the most up-to-date skills in movements and logistics. Many trained PTVR provide support to operational activities alongside regular forces. Recruits recognise the management skills they have developed and, where possible, use these skills in their civilian work.
275. Staff work hard and successfully to deliver challenging training that meets the standards set by the training authority (TRA). However, the TRA does not consider sufficiently the nature of part-time and weekend training delivery for Reserve personnel. Squadron personnel have limited access to station support facilities at weekends. The mess opening times are restricted, with a much-

reduced choice of meals. Food is not labelled with any allergy or nutritional information. Other station facilities, including the coffee bar and shop, are also closed.

276. Accommodation is just adequate. Not all bedrooms have blinds or curtains to provide security or privacy. PTVR were provided with all the personal kit and equipment they required, but many also received physical training equipment they did not want or need. Physical training was run well, and physical training staff provide good information to personnel on developing their fitness progressively.
277. Reserve recruits have poor access to medical centre personnel at weekends. Senior medical personnel are not available to see PTVR who need to report a downgrade to their medical status. PTVR also cannot gain an appointment with a medical professional to reinstate a medical grading once they have recovered.
278. The squadron has few training resources of its own and relies on agreements with Defence Movements Training Squadron to provide equipment and to allow the squadron to deliver weekend training. There are no formal agreements to ensure facilities are available at weekends.
279. Information on Reserve recruits is used effectively to monitor their progress and outcomes. A useful dashboard gives senior staff a good picture of the progress of those in training, but they do not carry out longer-term analyses of trends.

Recommendations

- Use recruitment data more effectively to identify and analyse recruiting and performance trends.
- Improve the resources available to the squadron at the weekend, specifically by:
 - discussing with the medical centre how PTVRs can have access to medical personnel to manage their joint medical employment standards status when they are injured or ill and when they recover
 - establishing formal agreements between the squadron and the station so that equipment and resources are available for weekend training
 - ensuring that food provided in the junior ranks' mess shows dietary and nutritional information, including information on allergens.
- Amend training requirements to reflect the fact that Reservists are on site only at weekends.
- Provide blinds or curtains in accommodation used by PTVR personnel.

Summary reports in date order – University Officer Training Corps

East Midlands University Officer Training Corps

280. East Midlands UOTC (EMUOTC) is based at the Army Reserve Centre in Beeston, Nottingham. It shares the site with a Reserve Medical Corps detachment and an Army and Air officer cadet unit. The EMUOTC takes students from eight universities across the East Midlands. It holds training evenings on Wednesdays. EMUOTC staff provide transport for officer cadets (OCdts) to and from Beeston on the 19 training nights between mid-October and mid-March and the five or six training weekends each year.
281. EMUOTC is set up for 134 OCdts but is currently running above strength at 159. Staff divide OCdts by year groups, with around 80 in year one Badajoz Company, 35 in year two Alma Company and 25 in year three Gheluvelt Company.
282. The military programme comprises officer training course modular units A and B, delivered by EMUOTC staff. Both are provided either as a year-long programme or as a consolidated course during university vacations. OCdts complete module A of officer training during year one and module B in year two. In year three, OCdts provide the principal command element, either within Badajoz or Alma Companies, and take up wider leadership and administrative roles. On completing their degree, OCdts can progress to modules C and D at the Royal Military Academy, Sandhurst (RMAS) and gain an Army Reserve commission.

Overall effectiveness of welfare and duty of care

283. OCdts value highly the skills they develop at EMUOTC. They recognise that university officer training enhances their chances of employment in the Services and in other careers. Staff at EMUOTC work well with OCdts to improve their military and leadership skills, and make sure they work in a safe environment. OCdts with personal difficulties often confide in military staff rather than personnel at their university because they are confident of a positive resolution through the EMUOTC.
284. EMUOTC staff understand clearly their responsibilities to help and support OCdts. They act as strong role models for future Army Officers. Welfare and pastoral care are regarded highly and seen as crucial factors in supporting individuals through training. Staff and OCdts review performance together after training events. This ensures that OCdts who have found aspects of training more challenging will receive proper support. OCdts have only limited access to

a padre. They occasionally meet the Padre at social events but not routinely during training events.

285. The supervisory care directive and risk assessment carefully consider the needs and requirements of OCdts, and the staff who look after them. The risk assessment is detailed and covers a good range of activities and events that involve OCdts. Mitigating actions, however, too often refer to Army or Defence policy rather than more directly to what might support OCdts. The supervisory care directive is overly detailed but provides information directly related to managing OCdts.
286. Finance to maintain the centre over the past four years has been minimal. This poses a serious risk to the continuity of training at the EMUOTC and places an unacceptable burden on staff, who work hard, often in their own time, to paint, repair and maintain buildings and infrastructure. There is a lack of provision to maintain major items as boilers, hot water and heating systems.
287. Staff use improvement planning well to implement change. However, the focus on the impact of improvement actions on training is insufficient. The self-assessment process is now an integrated part of evaluating performance through reports and various analyses. The quality improvement plan is at an early stage and in need of refinement and integration, because it does not link closely enough to the process of self-assessment.

Recommendations

- Simplify the commanding officer's supervisory care directive so that it focuses more directly on the actions needed to manage concerns and less on dealing with policy requirements.
- Provide funding for a routine maintenance strategy to make sure that facilities are in good order and that failings in infrastructure do not cause breaks in training.
- Improve the availability and visibility of the Padre so that OCdts may contact them directly instead of through the chain of command, and so that future officers understand the importance of chaplaincy staff in supporting the chain of command with welfare and pastoral matters.
- Use the quality improvement plan more effectively to identify the impact of actions for improvement; use it to inform judgements about actions in the previous year through the self-assessment report.

University of London Officers Training Corps

288. University of London Officers Training Corps (ULOTC) is based in Bloomsbury, central London. It consists of a major detachment of around 320 officer cadets (OCdts) and 55 staff in central London, and a smaller detachment of around 80 OCdts and 12 staff in Canterbury.
289. ULOTC takes students from 36 universities in London and the south east of England. The main recruiting period is October, when 90% of OCdts start. Medicals and a selection weekend form part of the recruitment process.
290. OCdts spend their first year in A company and complete module A of training; the second year in B company, completing module B; and their third year in C company, supporting ULOTC core activity, often in a command appointment to A or B companies.

Overall effectiveness of welfare and duty of care

291. ULOTC delivers purposeful, well-regarded and ambitious training that supports OCdts' welfare and pastoral needs. Training provides significant opportunities for OCdts to develop their employability, transferable skills and resilience. In attending the ULOTC, OCdts recognise the important advantages they have over their university peers.
292. Senior staff work hard to manage a significant number of gapped posts and have minimised the impact on the training and welfare support for OCdts. However, these shortages mean senior staff must act in more junior roles simply to keep activities running. Access to Defence Train the Trainer courses is still difficult for many Reserve instructors.
293. Staffing gaps and lack of access to the most up-to-date paperwork make recruitment tasks more difficult. Difficulties in completing medical assessments following recruitment means the commanding officer takes some OCdts 'at risk' while waiting for doctors' notes and medical clearance from the Royal Military Academy, Sandhurst. Too many OCdts continue training but remain uncleared by RMAS staff. Staff conduct basic security checks, but these do not provide the full levels of assurance of UK government 'security check' clearance required for OCdts.
294. Staff do not keep adequate and reliable records about OCdts deemed to be at risk. The recording system does not provide a clear account of support or guidance provided to individuals. Staff at Company level record little information and so senior staff cannot compile a useful central risk register.
295. Staff recognise the importance of giving pastoral and welfare support to OCdts but OCdts have limited access to Army welfare structures. Staff balance the

training needs of OCdts with the students' primary focus on their degree qualification. Systems for managing and recording complaints are not developed well. Currently, equality and diversity advisers do not routinely record details of action taken in response to informal complaints

296. Self-assessment reporting is under-developed, but quality improvement planning is slightly more advanced and identifies many of the important welfare concerns.

Recommendations

- Make sure that incomplete application and security clearance processes will not later compromise staff or OCdts.
- Improve the risk register to collate concerns at company level and report on individuals of greater concern on the central ULOTC risk register.
- Ensure that equality and diversity advisers record all complaints, even informal ones, to provide a clear account of events.
- Use the quality improvement action plan (QIAP) to focus improvements on the impact of training and on OCdts' needs; produce a self-assessment report based on the outcomes from the preceding QIAP.

Northumbrian Universities' Officer Training Corps

297. The Northumbrian Universities' Officer Training Corps (NUOTC) takes students as officer cadets (OCdts) from five universities across the north east of England: around 48% from Newcastle; 25% from Northumbria; 24% Durham; 2% Teesside; 1% Sunderland. NUOTC is established for 134 OCdts. However, at the start of the new academic year, around 260 potential OCdts attended.
298. Ninety-eight OCdts are in their first year, in the Junior Division, completing module A of training. In the second year, the Intermediate Division has 36 OCdts completing module B. In their third year, OCdts support NUOTC core activity. To complete the training objectives as stipulated by the Royal Military Academy, Sandhurst, OCdts must attend training evenings for 19 weeks, attend seven training weekends and an annual deployment exercise.
299. In the junior division, OCdts take a series of training courses and assessments in weapon handling, physical fitness, navigation, basic life support and battle casualty drills to complete module A. In the intermediate division, cadets complete module B, where staff evaluate their performance in leadership, planning and communication. Attainment of training objectives is constrained by the limited training time available. OCdts reaching their third or fourth year of study are generally promoted to junior or senior under-officers, when they support staff and their more junior peers.

Overall effectiveness of welfare and duty of care

300. NUOTC provides OCdts with a good range of training, adventurous activities and personal leadership opportunities. These support individuals to gain a range of additional skills that support them in their careers. Each year a good number of OCdts gain a commission in the Army Regulars or Reserves, when they have completed their degrees. Large numbers of OCdts have attended the Army officer selection board and then gained a commission as Regular and Reserve Army officers. In the previous training year, 27 OCdts took a commission with either Reserve or Regular forces.
301. Staff at all UOTCs recognise university students have many pressures on them to complete their degrees. It is therefore understood that not all OCdts will complete their training. However, the skills and understanding many have gained will support them into employment or into the Army Reserve. NUOTC has a higher than average number of female OCdts. However, the staffing structure does not reflect this, with the only female officers being the Adjutant and the officer commanding the senior division.
302. The welfare and care of OCdts at NUOTC are clear priorities for all staff. Systems to manage support are effective. OCdts are confident that they will receive the help and support they need. Staff are sensitive to the rigorous

requirements of OCdts' university courses and provide significant support to help cadets balance their commitments.

303. OCdts complete a recruitment process that gets them engaged with activities quickly. Staff manage the medical assessments very well by completing a pre-medical filter of individuals and their medical notes before the initial medical assessments. Potential failures and deferrals are managed effectively before individuals attend for their medicals. This work, done by NUOTC staff, helps to manage the expectations of potential OCdts and reduces the number of medical assessments required.
304. The welfare team manages welfare concerns for staff and OCdts. Clear records provide a good account of the support given and its impact. Records are currently stored on computers with signed copies stored separately. All these records are securely stored but access is restricted when welfare staff are not on site.
305. Trainers are experienced senior non-commissioned officers and officers with extensive experience in the Regular and Reserve Army. Permanent staff are all appropriately qualified and able to lead activities. However, not all trainers hold the most appropriate training qualification. Several Reserve trainers hold legacy qualifications, but they have limited access to replacement courses; time to undertake such courses is also limited because of their civilian careers. Access to the DTtTv2 course is difficult for Reserve personnel.
306. OCdts do not get sufficient briefings to increase their awareness of the dangers posed by extremism and radicalisation. They know about not wearing uniform outside the training environment, but they are not briefed on the specific extremism concerns in the local area or around their university accommodation.
307. Senior staff have dealt successfully with staffing gaps and ensure that they adjust staffing to avoid a negative impact on training. Lack of a qualified physical training instructor means that OCdts currently lack guidance on how to maintain fitness and develop progressive training regimes. New appointments in medical and physical training are soon to occur which will positively influence the well-being and welfare of OCdts.
308. In the supervisory care directive, the CO reflects the outcomes of his risk assessment with a comprehensive set of risk removal strategies. He sets high expectations for the training and care of OCdts.

Recommendations

- Increase the number of female staff to provide better support for and reflect the larger numbers of female OCdts.

- Consider ways to afford the commanding officer access to welfare records in cases of emergency, without jeopardising their security or cadets' privacy.
- Provide a qualified physical training instructor so that all physical training and fitness is appropriately progressive and expertly designed.
- Improve access to training courses for UOTC personnel working with OCdts in a training environment to match opportunities available to personnel in other initial training establishments.

Exeter University Officer Training Corps

309. Exeter University Officer Training Corps (EUOTC) is based in Wyvern Barracks in Exeter. It consists of a major detachment of around 157 officer cadets (OCdts) and 36 staff in Exeter, with a smaller detachment of around 17 OCdts in Truro, supported by the Exeter staff.
310. EUOTC takes students from Exeter, Plymouth and Falmouth universities. It has two training centres, one in Exeter and the other in Truro. EUOTC is established for 134 OCdts but normally runs with around 190 on strength. The main recruiting period is October, when 90% of an annual intake starts training. Medicals and a selection weekend form part of the recruitment process.
311. OCdts spend their first year in the junior division, currently Malaya Company, completing module A of Commissioning Course Short (CCS) which is the Sandhurst Group prescribed syllabus for the UOTCs. The second year intermediate division, currently Wessex Company, completes module B of CCS. The senior division is made up of third-year OCdts, currently formed as Pegasus Company, who support OTC core activity, often in command appointments with either the junior or intermediate division companies. In some cases, OCdts may be fast-tracked to a commission or an early transfer to a type A Army Reserve unit.

Overall effectiveness of welfare and duty of care

312. EUOTC delivers well-considered, ambitious training safely and purposefully. Staff provide a wide range of opportunities for OCdts to develop confidence, military and transferable skills, and resilience which OCdts relish. OCdts appreciate they are gaining experiences that will aid their career development and give them advantages over their student peers.
313. The welfare and care of OCdts at EUOTC is a clear priority for all staff. Systems are in place to manage this effectively and OCdts are confident that they will receive the help and support they need. Staff are sensitive to the rigorous requirements of OCdts' university courses and provide significant support to help OCdts balance their commitments. However, staff at company level do not routinely record or follow up low level concerns noted about individuals' performance on training evenings. This makes it difficult for senior staff to identify any trends or patterns across the unit.
314. Most OCdts complete the medical review and assessments successfully during the selection weekend. However, around 30 OCdts are currently deferred and awaiting medical approval from RMAS to join the unit. This delay is due to a backlog caused by a lack of capacity in the RMAS medical staff.

315. Most permanent staff instructors have completed the Defence Train the Trainer v2 qualification or hold teaching qualifications giving them an exemption. However, few Reserve instructors have been able to complete the Defence Train the Trainer v2 course because its length does not match the Reservists' work and Service commitments. Reserve instructors also experience difficulty obtaining places on the course.
316. Too few duty phones are available for staff to use. Consequently, they rely on their own mobile phones and share their personal contact details with OCdts for use in emergencies.
317. Senior staff have managed gapping and the lack of some key staff well to avoid a negative impact on training. New appointments in medical and physical training are soon to occur; these will positively influence the well-being and welfare of OCdts. The current quality improvement action plan does not link clearly to self-assessment processes and nor does it focus closely enough on OCdts' welfare.

Recommendations

- Ensure Reserve instructors receive the training they need to instruct effectively.
- Consider how to collate low-level concerns about OCdts at company level so that senior staff can identify any trends or patterns across the unit.
- Ensure that the quality improvement plan monitors the impact of improvement actions on training and on the wellbeing of the OCdts.
- Increase the number of duty phones so that staff do not compromise their personal security and OCdts have access to official contact points.

Wales Universities Officers' Training Corps

318. Wales Universities Officers' Training Corps (WUOTC) is based in Maindy Barracks in Cardiff and at detachments in Swansea, Aberystwyth and Bangor.
319. WUOTC takes students from universities throughout Wales. WUOTC is funded for 189 officer cadets (OCdts), although numbers fluctuate throughout the training year. A detachment at Wrexham has recently closed because of consistently low OCdt numbers. The Corps consists of two companies: Mametz Company comprises OCdts from Bangor and Aberystwyth, and Ypres Company comprises OCdts from Cardiff and Swansea. Training nights are held at each of the detachments and consolidated training brings the whole Corps together for training that alternates between locations in North and South Wales. The main recruiting period is September/October when around 90% of an annual intake starts training. Medicals and a selection weekend form part of the recruitment process.
320. OCdts spend their first year in completing module A of commissioning course short (CCS) which is the Sandhurst Group (SG) requirement for the UOTCs. During the second year, they complete module B of CCS. Third-year OCdts support the Corps' training activities, often in 'under-officer' command appointments.
321. The command chain for the UOTCs is through the SG and Army Recruitment and Initial Training Command who provide the specifications for training, quality monitoring and overarching support.

Overall effectiveness of welfare and duty of care

322. WUOTC provides a broad, well-designed programme of training and activities for OCdts attending most universities in Wales. Staff help OCdts develop a wide range of useful skills, knowledge and behaviours. These help OCdts prepare for their future careers within the British Army as Regulars or Reserves, or in civilian life.
323. The commanding officer (CO) and staff at WUOTC place a very high priority on the welfare and care of OCdts. Policies and procedures are effective in managing welfare and care. OCdts know what to do if they have any concerns and are confident that they would receive support, should they need it.
324. The CO and his senior staff have managed the serious staffing gaps in key posts well to avoid a negative impact on training and welfare. The gapping of the executive officer post, however, has reduced the capacity to analyse data and manage continuing improvement activities. Senior staff are currently unable to extend the service of those staff who approach the end of their

Service, even when the member of staff wishes to do this. As a result, some important posts become vacant when the post-holders must retire.

325. The quality of training accommodation is generally good. At the Cardiff barracks, however, separate changing facilities for female cadets are very limited.
326. OCdts say they are generally taught well by enthusiastic, vocationally qualified and experienced staff. However, too few Reserve instructors can gain places on the Defence Train the Trainer courses, because they are generally given to Regular instructors.
327. OCdts have excellent awareness of the personal security dangers they may face online but their awareness of the dangers posed by extremism and radicalisation is limited.

Recommendations

- Minimise staffing gaps in key posts by:
 - requesting more flexibility in over-age extensions where posts cannot be filled and where the current post-holders would be keen to extend their service
 - supporting the rank-ranging of Reservist senior non-commissioned officer posts to deepen the pool of potential instructors
 - considering establishing a regular PTI post to oversee and assure the physical training that forms a key part of preparing OCdts for the Army officer selection board.
- Ensure that the extended gapping of the executive officer post is resolved urgently.
- Improve Reservist instructors' access to instructor training courses and offer modularised courses to allow more Reservists to attend.
- Improve OCdts' understanding of the dangers of radicalisation and extremism.
- Provide more changing spaces for female OCdts at Cardiff.

Annex A. Inspection dates

| | Date of inspection |
|---|--------------------|
| Regular establishments | |
| Army Training Centre (Pirbright) | 3 October 2018 |
| Army Training Regiment (Northern Ireland) | 7 October 2018 |
| RAF Honington | 25 October 2018 |
| MoD Lyneham, 8 Training Battalion REME | 31 October 2018 |
| 25 Training Regiment | 14 November 2018 |
| Recruit Training Squadron RAF Halton, | 28 November 2018 |
| Defence School of Transport | 28 November 2018 |
| HMS Collingwood | 28 November 2018 |
| Army Training Regiment (Grantham) | 1 December 2018 |
| 11th (Royal School of Signals) Signal Regiment | 5 December 2018 |
| HMS Sultan | 30 January 2019 |
| HMS Raleigh | 6 February 2019 |
| Reserve establishments | |
| Royal Marines Reserves, Scotland, Belfast Detachment | 3 October 2018 |
| 206 (Ulster) Battery Royal Artillery | 3 October 2018 |
| 502 (Ulster) Squadron, Royal Auxiliary Air Force | 4 October 2018 |
| HMS Hibernia | 4 October 2018 |
| 4624 (County of Oxford) Movements Squadron, Royal Auxiliary Air Force | 12 January 2019 |
| University Officer Training Corps | |
| East Midlands University Officer Training Corps | 14 November 2018 |
| University of London Officers Training Corps | 20 November 2018 |
| Northumbrian Universities' Officer Training Corps | 23 November 2018 |
| Exeter University Officer Training Corps | 5 December 2018 |
| Wales Universities Officers' Training Corps | 12 February 2019 |

Annex B. 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 Training, Education, Skills, Recruiting and Resettlement (TESRR) as priorities
- liaise with TESRR on the schedule of visits to optimise inspection effectiveness
- provide a bi-monthly oral progress report on inspection outcomes to TESRR
- publish an annual report, subject to security considerations, to include the observations and findings from the inspection of training establishments during the reporting year.

Related activity will include the following:

- inspection of training establishments, including some not previously inspected
- inspection preparation workshops for military personnel
- participation in senior level briefings and dissemination events
- assistance in the development of good practice
- a programme of training events for appropriate staff from the Ministry of Defence

- provision of a report 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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