

Handbook for inspecting initial training for the Armed Forces, with reference to care and welfare

Based on the education inspection framework applied to further education and skills

Published: September 2021

Reference no: 200009



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Part 1. Guide to the inspection process

Introduction

1. Ofsted inspects the measures taken to secure the care and welfare of recruits and trainees undergoing initial training in the UK Armed Forces.¹ The inspections are commissioned by the Minister of State for the Armed Forces and administered through the Chief of Defence People's Training, Education, Skills, Recruiting and Resettlement team (TESRR) at the Ministry of Defence (MoD). This commission and its terms are set out in a memorandum of understanding agreed between the MoD and Ofsted.
2. Initial training includes phase 1 and phase 2 of both Regular and Reserve personnel training in each of the Services. Phase 1 provides basic military training and phase 2 provides specific trade/professional training. We generally use the term 'recruit' for those in phase 1 training. Those in phase 2 training are called 'trainees'. At TESRR's request, the scope of an annual cycle of inspection can include related aspects, such as recruitment and selection.
3. During commissioned inspections, we do not inspect training or care and welfare arrangements for cadets, for those in Field or active Service settings, training beyond phase 2, training for those under age 16 or welfare, care and training arrangements for those completing apprenticeships in phase 3. Inspectors will evaluate the availability and accessibility of dental and medical resources, but not the quality of medical or dental care or provision.
4. This handbook is a guide for inspectors on how to carry out inspections of Armed Forces training establishments, or of units that provide training within operational military establishments. The term 'establishment' used in this handbook applies to both. The handbook is available to Armed Forces personnel involved in initial training to inform them about inspection processes and procedures. It balances the need for consistent inspections with the need to respond to each establishment's individual circumstances. This handbook is aligned with the education inspection framework where practicable but is contextualised for the inspection of care and welfare in MoD Armed Forces initial training.
5. Ofsted inspections are carried out under section 126(2) of the Education and Inspections Act 2006.

¹ The definition of this is given in the MoD Joint Service Publication 822 as the MoD's legal and moral obligation to care for the well-being of recruits/trainees. This document states that 'as an employer, the MoD has care and welfare obligations for all the recruits and trainees in its charge; this duty has legal, moral and presentational components'.

Privacy notice

6. During an inspection, inspectors will collect information about staff and personnel by talking to them, by looking at documents, records and survey responses and other recorded information and by observing everyday life at the establishment. Inspectors may also meet with employers where appropriate. Ofsted uses this information to prepare its report and for the purposes set out in its privacy policy.² We will not record names, but some of the information may make it possible to identify an individual.

Aims of inspection

7. The aim of inspection is to evaluate the effectiveness and efficiency of arrangements to provide for the welfare of and care for recruits and trainees. Inspectors use four key judgements to evaluate welfare and duty of care:
 - **quality of training and support** – the intent, implementation and impact of these on the care and welfare of recruits and trainees
 - **professional and personal development of recruits and trainees** – the extent to which they develop and apply the expected personal and professional values and skills
 - **quality of facilities, infrastructure and resources** – the impact of these on the experience of the recruits and trainees
 - **effectiveness of leadership and management** – the ways senior staff plan and oversee systems for care and welfare during training and their capacity for making improvements.
8. Inspectors consider the evidence and evaluate it against the grade descriptors for each of the four key judgements contained in Part 2 of this document. Under these key judgements, we report on relevant aspects both within and out of training establishments' direct control.
9. We use our common four-point grading scale to reflect the quality of care and welfare in training:
 - **grade 1:** outstanding
 - **grade 2:** good
 - **grade 3:** requires improvement
 - **grade 4:** inadequate.

² Ofsted privacy notice, www.gov.uk/government/publications/ofsted-privacy-notice/further-education-and-skills-ofsted-privacy-notice.

10. Five grades are given. First, inspectors grade each of the key judgements. They then take account of the four key judgement grades to give a graded summary judgement of the overall effectiveness of welfare and duty of care.

Selecting the establishments to be inspected

11. Staff at Ofsted and TESRR confer to agree the establishments that will be inspected during each inspection cycle. The final decision rests with Ofsted. The establishments to be inspected are selected by considering a range of factors, which include but are not limited to:
 - an assessment of the available evidence about each establishment from previous Ofsted inspection reports
 - Ofsted outcome grades from an establishment's previous inspection
 - the length of time since an establishment's previous inspection
 - any reinspection following a previous overall effectiveness grade of requires improvement or inadequate
 - the outcomes of an establishment's internal self-assessment
 - the outcomes of an establishment's internal Service audit/inspection
 - changes in senior command or an establishment moving to another chain of command
 - resource concerns.
12. A greater number of Army establishments are likely to be inspected each year than establishments from other Services, to reflect the greater size of the Army and the higher numbers in training in it.

Re-inspection following a requires improvement or inadequate grade

13. Establishments judged to require improvement for overall effectiveness at their most recent inspection will normally receive a full inspection within 12 to 24 months of their previous inspection. Establishments judged inadequate will normally receive a full re-inspection within 15 months of their previous inspection.
14. These establishments may be subject to a monitoring visit by TESRR or single-Service audit teams before their full inspection. Monitoring visits may also be carried out by Ofsted at TESRR's request.
15. An Ofsted monitoring visit is an interim type of inspection that explores one or more specific themes. The purpose of a monitoring visit is to assess progress against these themes to encourage improvement, assess risk and measure progress. Ofsted may carry out a monitoring visit at any establishment at any reasonable time at TESRR's request. Establishments will normally receive two working days' notice of a monitoring visit, although they may be unannounced.

They will normally last up to two days on site. They will normally result in a report, which will outline progress made on each theme inspected. Concerns arising from monitoring visits may lead to an earlier full inspection.

16. Inspectors use one of the following progress judgements to sum up the outcomes of monitoring visits:
 - **insufficient progress:** progress has been either slow or insubstantial or both, and the demonstrable impact on recruits and trainees has been negligible
 - **reasonable progress:** the establishment's actions are already having a beneficial impact on recruits and trainees, and improvements are sustainable and are based on the establishment's thorough quality assurance procedures
 - **significant progress:** progress has been rapid and is already having considerable beneficial impact on recruits and trainees.
17. Inspectors will usually base the themes for re-inspection monitoring visits on the main areas for improvement identified in the previous inspection report. Through their work on the monitoring visit, inspectors will challenge the establishment to improve. The report from the visit will set out what progress the establishment has made since the previous inspection. Inspectors will make a progress judgement against each theme, as set out above. Re-inspection monitoring visit reports will be published in the annual report with other full inspection reports.

Inspection methodology

18. Ofsted inspectors of initial military training use the same fundamental approaches to inspection as they would in any remit. These include the triangulation of evidence that underpins each key finding.
19. Inspectors will talk to recruits and trainees, interview military and civilian staff, examine resources and infrastructure, and review documents and records. They may observe training and other activities involving recruits and trainees. Inspectors may review confidential files and records, but evidence records will not normally contain information that can be used to identify individuals.
20. Each cycle of inspection usually starts in September and completes during the following March. Ofsted holds an annual briefing event for the Armed Forces' designated points of contact (nominees) and other personnel who will be involved in training Regular and Reserve recruits and trainees during the coming year.

Before the inspection

Regular training establishments

21. Each establishment that trains Regular Service personnel will normally receive no more than 48 hours' notice of inspection. However, Ofsted reserves the right to carry out unannounced visits in circumstances to be agreed with the Head of TESRR. The lead inspector will contact the nominee, the commanding officer or the nearest senior rank available in each establishment by telephone.
22. The lead inspector will use the documents requested in the notification call to prepare a short pre-inspection briefing identifying the main areas of focus that the inspection team will investigate while on site. The pre-inspection briefing will be sent to the nominee and the inspection team before the inspection starts. You can find a generic example of this at [Annex A](#).
23. Some inspections may take place outside of normal working hours. Establishments may be visited more than once.

Reserve training establishments

24. In the Reserve training environment, including University Service Units (USUs), the Ofsted lead inspector will inform the Ofsted contact in the training headquarters for each Service of the decision to inspect. The Service contact will then inform the Reserve unit.
25. The lead inspector will normally make direct contact with the unit around 10 working days before the inspection. A designated nominee from the unit will liaise with the Ofsted lead inspector to finalise the details of the inspection and will supply the requested documentation.

Planning an inspection during the COVID-19 (coronavirus) pandemic

26. During the pandemic, there will be some extra steps to take in the planning call with the inspection nominee. These apply to all inspections of both Regular and Reserve establishments.
27. During the planning call, the lead inspector will seek to understand the impact of COVID-19 on the establishment, and on its recruits and trainees. They will want to understand how senior command teams responded to the situation.
28. This discussion will also explore how the establishment implemented the training, care and welfare arrangements remotely and what, if any, elements of remote training remain in place at the time of inspection.
29. In this conversation, the lead inspector and nominee will agree safety protocols that the inspection team will follow to ensure that the inspection is completed in a COVID-19 secure way.

During the inspection

30. Inspection of a Regular training establishment normally lasts two or three days and usually involves a team of two or three inspectors. The inspection team will arrive on site at around 8.45am each day. Inspectors will depart when they have completed the evidence-gathering required for the day. They will find their own overnight accommodation off site.
31. Inspections of Reserve units will take place when the unit meets, which may be during the evening or across a weekend. However, when longer training courses are being carried out, the inspection may cover two or more days of these. When Reserve personnel attend weekend or week-long courses at single-Service training centres, initial contact will be made directly with the training centre.
32. Inspectors require a short briefing, of no more than 20 minutes, at the start of the inspection. This should concentrate on the establishment's progress since the previous inspection and be referenced to the four key judgements. Inspectors do not require a detailed brief, for example, on the history of the site or the purpose and span of military training.
33. Inspectors focus on the experience of recruits and trainees. They visit recruit/trainee dining areas, welfare and sports facilities, and accommodation but do not visit accommodation or messing facilities for permanent staff.
34. During inspection, inspectors require unrestricted access to relevant military and civilian staff, recruits, trainees and locations. Each inspector has appropriate security clearance, so they should have unrestricted passes. We recognise that some establishments' staff will not be available, and staff should not be recalled for an inspection. Recruits and trainees are selected for interview by inspectors from nominal rolls.
35. Inspectors will take account of the views of recruits and trainees, staff and the nominee. Staff, recruits and trainees must be able to speak to inspectors in private to ensure that the presence of the nominee or senior staff does not influence their responses. Meetings during the inspection may include those with samples of recruits and trainees selected by inspectors and open-invitation meetings.
36. Each inspector determines their own schedule for inspection, and decides who they wish to interview and where interviews will take place. During the inspection, the nominee will provide the link between establishment staff and inspectors.
37. At the end of each day of inspection, inspectors will feed back their findings in a face-to-face meeting with senior staff. In addition to the nominee, the meeting may also include the commanding officer and others as agreed with the lead inspector.

38. Inspectors will hold a final feedback meeting on the last day of inspection. Provisional findings and grades will be given to the nominee and commanding officer by the inspection team.
39. In a Reserve establishment when the inspection has lasted less than one day, the feedback will take place at the end of the inspection. Welfare and duty of care for Reserve training, including training that takes place at Army Reserve parent units, will be graded in the same way as Regular establishments. However, USUs will be exempt from grading until Ofsted and TESRR agree that these inspections are fully embedded in the inspection cycle. Single-Service Headquarters will be informed in advance of when grading for USUs will start.

Providing feedback

40. Before leaving, the lead inspector should ensure that the establishment senior staff and nominee are clear:
 - about the grades given for each judgement³
 - that the grades awarded are provisional and, although unlikely to change, may be subject to change through moderation and quality assurance
 - that the points provided in the feedback, subject to any change, will be generally reflected in the report, although the text of the report may differ slightly from the oral feedback about the main findings and areas for improvement.
41. Occasionally, the team may include an additional Her Majesty's Inspector (HMI), whose role will be to quality assure the inspection process. This inspector will wish to talk to the commanding officer and nominee about the establishment's experience of the inspection. The lead inspector will inform the establishment of this in advance.
42. If the establishment provides more than one phase of training, trains officers and/or recruits and trainees on the same site, or has multiple training schools, the inspection may include all training streams. In these cases, an overall effectiveness grade will be given for each stream of training and the report text will refer to all streams of training.
43. During the inspection, inspectors will collect, analyse and record evidence and their judgements on paper or electronic evidence forms, which are retained by Ofsted. It is essential that the evidence accurately reflects discussions. Inspectors should identify clearly information that was provided in confidence. The evidence forms, together with any briefings, plans or instructions prepared by the lead inspector, and responses from recruits and trainees (in hard copy,

³ For monitoring visits, when grades are referred to, these should be understood to refer to progress judgements.

online or other formats), contribute to the evidence base. The lead inspector is responsible for assuring the quality of evidence.

The role of the nominee

44. The nominee will:

- occupy a rank sufficient to influence the chain of command
- have a thorough understanding of the workings of the establishment
- provide an effective link between inspectors and establishment staff
- provide inspectors with relevant documentation and information as required
- be the primary contact for inspectors before, during and after the inspection
- provide additional evidence as required for inspectors
- coordinate or plan meetings with staff and recruits or trainees
- provide comments to Ofsted on the factual accuracy of the draft report.

Planning for the inspection

45. We do not expect the establishment to spend undue time preparing specifically for the inspection. There are usually certain people inspectors would like to interview, but personnel should not be recalled from leave or other duties to support or prepare for the inspection. Similarly, staff should not suspend or move scheduled training activities because of an inspection.

46. Ofsted inspectors will normally meet:

- recruits/trainees (one-to-one or in small groups)
- junior/senior non-commissioned officers in training/support teams (one-to-one or in a small group)
- commanding officers/officers commanding training units and sub-units (one-to-one)
- key staff involved in care and welfare, including the unit welfare staff, Royal Voluntary Service, SSAFA – the armed Forces charity – padre/chaplain, gymnasium and healthcare (one-to-one or in a small group)
- other key staff involved in the welfare and well-being of recruits and trainees.

47. The nominee will provide information on the availability of key staff using the pre-inspection briefing form provided by the lead inspector, an example of which is in [Annex A](#). Inspectors use this information to plan their schedule. Most interviews will take place during the working day. In almost all cases, inspectors will spend much of the early stage of the inspection meeting with recruits and trainees selected from nominal rolls.

48. Inspectors may require some or all the following documentation to be available by the beginning of the inspection. Other documentation, such as records of meetings and logs, may be requested. The lead inspector will provide guidance on how and by when these are to be provided:
- a map of the establishment
 - recruit/trainee nominal rolls by sub-unit
 - self-assessment report (and any associated reports) if not already sent
 - quality improvement plan (open and closed actions) if not already sent
 - commander's supervisory care directive and risk assessment
 - details of any complaints reported
 - recruit and trainee survey outcomes from the previous two surveys⁴
 - details of the courses/programmes being delivered and their mode of delivery
 - timetables for lessons/sessions/workshops or other learning activities during the week
 - records of mandatory training for staff and recruits/trainees
 - documents relating to the 'Prevent' duty
 - at-risk registers (on site only)
 - a diagram or outline of the establishment structure
 - the geographical spread of training premises and recruits and trainees
 - contact information for key staff
 - the current number of recruits and trainees and their stage of training.
49. The information below is required for the current training year and the previous two training years. The establishment can provide this in any format, including training administration and financial management information system reports. This information should demonstrate how the duty to promote equality across all groups with protected characteristics is being discharged. The information should show how recruitment, training and support ensure the elimination of unlawful discrimination, harassment and victimisation. It should also demonstrate the advancement of equality of opportunity between people who share a protected characteristic and those who do not. The following is required by the start of the inspection:
- annual training targets and throughput for this year and the previous two years
 - total number of recruits and/or trainees on site
 - overall pass rates and first-time pass rates

⁴ Surveys are administered by an external organisation commissioned by the MoD, and internal surveys are administered by the training establishment or unit.

- number of recruits and trainees, including those who may have previously been in local authority care
 - numbers of back-classed⁵ recruits and trainees and subsequent completions
 - numbers of back-classed recruits and trainees still in training at the time of the inspection
 - numbers of recruits and trainees on holdover⁶ at the time of the inspection and total numbers over the previous three training years
 - total amount of unprogrammed time within each course, regardless of reason
 - early leavers, including medical and non-medical, by category
 - numbers of military and civilian staff at the time of the inspection, including the proportion who have completed mandatory training and relevant safeguarding checks.
50. Inspectors are not to be escorted while on establishment premises unless an inspector specifically requests an escort.

Reporting

51. At the end of each inspection, the establishment receives oral feedback on the provisional findings from the inspection. This includes a provisional grade for each of the four key judgements and for overall effectiveness, and includes the strengths and weaknesses found. TESRR staff may attend the final feedback session, usually remotely.
52. A written draft report of the main and detailed findings is sent to the nominee via TESRR approximately three weeks after the inspection. The draft reports are subject to internal moderation and quality assurance by Ofsted. The nominee and/or commanding officer are invited to comment only on the factual accuracy of the reports. Reports must be treated as confidential to the establishment or unit and must not be communicated outside the establishment and the immediate chain of command. These reports will be included in the Ofsted annual report to the Minister for Defence Personnel and Veterans and should be treated as confidential and provisional until this report is published.
53. Following receipt of the written feedback, we will ask the nominee to complete a post-inspection evaluation, so that their views can contribute to the development of the inspection process.
54. At the end of each inspection year, we will produce a detailed annual report to the Minister for Defence Personnel and Veterans. This will summarise the findings of all inspections carried out in that year's cycle. It includes a summary

⁵ Recruits or trainees who are moved from their original class or cohort into one that started training later.

⁶ Recruits and trainees on holdover are temporarily not being trained alongside their peers. This could be due to a number of factors, including injury or awaiting their next course.

judgement about the quality of care and welfare in training. This judgement uses Ofsted's grade descriptors. The main findings of each establishment report will appear as appendices to the annual report, which is a published, publicly accessible document.⁷

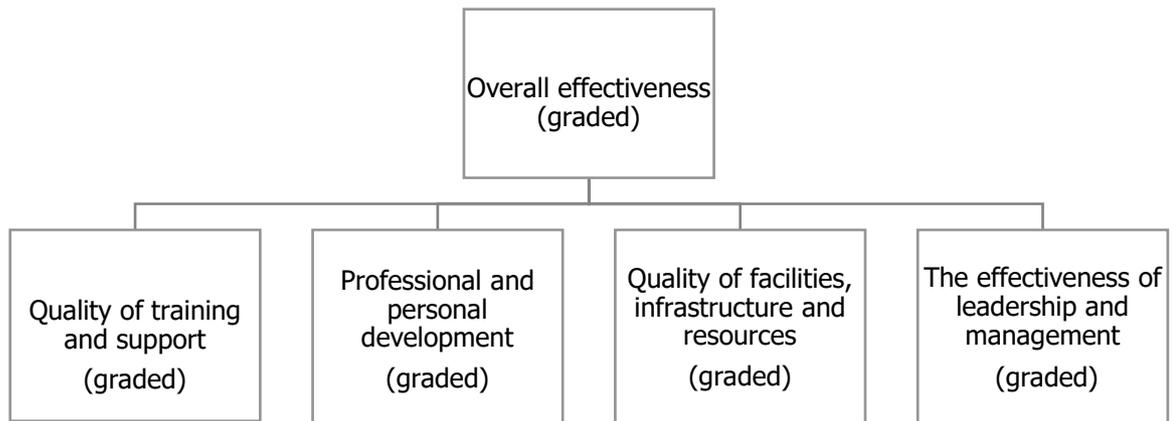
Complaints

55. If an establishment nominee or commanding officer wishes to complain about any aspect of the inspection, they should raise any immediate concerns directly with the lead inspector.
56. Matters that cannot be resolved during the inspection should be communicated through the establishment's chain of command and initially to the relevant Training Headquarters. The Training Headquarters will raise the matter with TESRR, which will liaise with Ofsted to seek a resolution.

⁷ Welfare and duty of care in Armed Forces initial training reports, Ofsted; www.gov.uk/government/publications/welfare-and-duty-of-care-in-armed-forces-initial-training.

Part 2. The framework: making judgements

57. The effectiveness of care and welfare in training is based on the four key judgements, as illustrated in the diagram below. In reaching these judgements, inspectors will evaluate a range of evidence.



Grade descriptors for overall effectiveness

Outstanding (1)

- All key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, if there is convincing evidence that the establishment is improving this area rapidly and securely towards it being outstanding.

1. 58. To judge whether an establishment is good, requires improvement or is inadequate, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- All key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, if there is convincing evidence that the establishment is improving it rapidly and securely towards it being good.

Requires improvement (3)

- Other than in exceptional circumstances, it is likely that, when the establishment requires improvement in any of the key judgements, the overall effectiveness will be requires improvement.

Inadequate (4)

- The judgement on overall effectiveness is likely to be inadequate when any one of the key judgements is inadequate.

The quality of training and support

59. Inspectors will take a rounded view of the quality of training and support and their impact on the welfare, care and morale of recruits and trainees. Inspectors recognise that establishments may have been unable to implement training, care and welfare arrangements in the usual way during the COVID-19 pandemic. They will seek to understand how senior commanders have adapted and prioritised training, care and welfare. Inspectors recognise that there are some limited circumstances in which recruits and trainees may need to learn remotely. Where remote training remains in place, inspectors may observe remote training and review materials.
60. Inspectors will consider the decisions that the senior command of each establishment or unit makes about the knowledge, skills and behaviours recruits and trainees need, and the welfare and support they require, to become successful members of the Armed Forces.
61. They will also consider the way staff support recruits or trainees to develop and build their knowledge, apply that knowledge as military skills, and improve their physical fitness and well-being.
62. Finally, inspectors will consider the outcomes that recruits and trainees achieve because of their training.

Intent

63. In evaluating the intent that shapes the provision of training and support, inspectors will consider the impact of training and support on recruits' and trainees' well-being and progress.
64. Inspectors will consider:
 - the ways that commanders have selected and developed a course structure and pipeline that develop the knowledge, skills and behaviours that recruits and trainees need to prepare them for their next stage
 - the structure, balance and coordination of the training programme, including recruits' and trainees' opportunities for study, revision, physical training and leisure
 - the extent to which commanders and trainers have planned and sequenced courses so that new knowledge and skills build on previous teaching and learning and ensure that recruits and trainees develop the new knowledge and skills they need in each phase of training

- the extent to which planning of training and welfare considers the needs of the field units to which recruits and trainees will move
- the extent to which leaders have high expectations for the care and support of recruits and trainees from all staff
- the extent to which commanders consider the importance of welfare and the support needed by recruits and trainees throughout their training and ensure that these are reflected in the design of the training programme.

Implementation

65. In evaluating how effectively training and support are implemented, inspectors will focus on how the course is run and managed, and how recruits and trainees experience it.
66. Inspectors will determine whether:
- trainers have expert knowledge of the subjects that they teach and, if they do not, whether leaders support them to fill knowledge gaps so that recruits and trainees are not disadvantaged by ineffective teaching
 - trainers enable recruits and trainees to understand key concepts, presenting information clearly and promoting constructive discussion to aid understanding
 - trainers check recruits' and trainees' understanding effectively, identifying and correcting misunderstandings or errors
 - trainers ensure that recruits and trainees embed key concepts in their long-term memory and apply them fluently and consistently, including in pressured and stressful situations
 - leaders and trainers design and run courses in a way that allows recruits and trainees to consolidate and transfer key knowledge to long-term memory and build on what they know and can do so that they make good progress towards defined end points
 - trainers use assessment to help recruits and trainees embed and use knowledge fluently, develop their understanding, and gain, extend and improve their skills
 - staff are aware of and meet the diverse needs of recruits and trainees, including in their health and well-being, and their physical, emotional and developmental needs
 - selection and continuing development activities for trainers ensure that training, coaching and mentoring inspire and challenge recruits and trainees
 - support programmes for those in need of additional help with military skills, course work, physical fitness or rehabilitation from injury provide effective help and solutions to problems

- staff support recruits and trainees to use productively any time not spent in training.
67. To triangulate evidence effectively, inspectors will ensure that they gather a variety of types of evidence in relation to the same sample of recruits and trainees. They will also ensure that the samples of recruits and trainees they choose are sufficient to allow them to reach a valid and sufficiently reliable judgement on the quality of training and support.

Impact

68. When inspectors evaluate the impact of the training and support, they will focus on the skills recruits and trainees have gained and can apply, and the impact of support on their well-being.
69. Inspection will determine whether:
- the establishment ensures that all recruits and trainees, including those with additional educational needs, gain the knowledge and skills they need to succeed in training and military life
 - coaching and support arrangements are supportive, accessible and coherent
 - at each stage of recruits' and trainees' training, they are well prepared for their next steps
 - recruits and trainees understand how to improve and develop their health, physical and mental fitness and well-being because of the support of staff
 - all recruits and trainees achieve and make progress relative to their starting points and learning goals, including, where appropriate, in English and mathematics
 - achievement gaps are narrowing between different groups of recruits and trainees.

Sources of evidence specific to the impact of training and support

70. Inspectors will gather evidence of the impact of training and support from the following sources:
- evaluation of recruits' and trainees' progress in relation to their starting points, based on their rate of learning, acquisition of knowledge, mastery of skills and behaviours and whether they have achieved their individual, challenging targets
 - first-hand evidence of the progress recruits and trainees are making, drawn from evidence gathered during interviews, observations and document reviews
 - evaluation and analysis of withdrawal rates, types and rates of injuries, the extent of back-classing, and overall and first-time pass rates in the context of each phase of training

- analysis of the achievement of different groups of recruits and trainees and consideration of trends over time.

71. Inspectors will not grade intent, implementation and impact separately. Instead, they will reach a single graded judgement for the quality of training and support, drawing on all the evidence they have gathered, using their professional judgement.

Grade descriptors for the quality of training and support

Outstanding

- The establishment meets **all** the criteria for good training and support securely and consistently.
- The quality of training and support is exceptional.

In addition, the following apply.

- Commanders provide substantial evidence of highly effective or innovative practice that makes a significant contribution to ensuring high-quality care and welfare for recruits and trainees.
- The integration of welfare and support arrangements with training courses and the training pipeline leads to exceptional care and welfare for recruits and trainees.
- Supervision and oversight by relevant staff at all levels are highly effective; the assessment and monitoring of those recruits and trainees judged at risk are particularly thorough and detailed.
- Overall and first-time pass rates have been very high over a prolonged period.
- Recruits and trainees who require back-classing receive exceptionally effective coaching and/or mentoring, and the vast majority pass their course at the next attempt.
- Almost all recruits and trainees make rapid progress and are very well prepared for their next steps.
- The quality and timeliness of care, advice and guidance lead to very high levels of personal and professional development.

2. 72. To judge whether the quality of training and support is good, requires improvement or inadequate, inspectors will use a 'best fit' approach, relying on the weight of evidence and the professional judgement of the inspection team.

Good

- Almost all elements of training combine well to support recruits' and trainees' progress.
- Staff in the welfare chain have a good understanding and knowledge of recruits' and trainees' needs and potential problems.

- Staff ensure that recruits and trainees receive appropriate and timely support to develop their academic and professional skills and overcome any personal barriers to achievement.
- The quality and timeliness of care, advice and guidance, and any other support provided for recruits and trainees in and outside the chain of command, safeguard recruits' and trainees' welfare and promote personal and professional development.
- The assessment and monitoring of recruits and trainees who are judged to be at any form of risk are thorough.
- Staff provide a strong response to any indicators that may suggest a recruit or trainee is suffering or is at risk of suffering harm.
- Supervision and oversight by relevant staff at all levels are proven to be effective.
- Recruits and trainees are informed appropriately about the action staff are taking to protect them and ensure their welfare.
- Parents and/or carers of recruits and trainees under the age of 18 are aware of concerns and their consent is sought unless doing so would increase the risk of or result in actual harm to a recruit or trainee.

Requires improvement

- The quality of training and support is not yet good.

Inadequate

The judgement is likely to be inadequate if any one of the following apply.

- Resources, including staffing, are insufficient to provide consistent levels of welfare and duty of care cover and support.
- The systems for the supervision and monitoring of welfare and duty of care are weak and ineffective.
- Connections between training and welfare are indistinct or ineffective.
- Accommodation and infrastructure are poor quality or so badly maintained that recruits' and trainees' morale and well-being suffer.
- Leisure and dining facilities, and the food provided, are poor.
- The systems in place are not used effectively to safeguard recruits and trainees.

Personal and professional development

73. This judgement evaluates the effectiveness of arrangements to provide for recruits' and trainees' personal and professional development. The judgement focuses on the most significant dimensions of recruits' and trainees' personal and professional development.
74. When forming judgements about personal and professional development, inspectors will seek to understand what took place before the pandemic, what the establishment has in place currently and what future plans are. Inspectors

recognise that many elements of personal and professional development that were in place before the pandemic may have been disrupted. Therefore, they will focus on understanding the steps that commanders have taken to offer or to restore a wide range of personal and professional development opportunities.

75. Inspectors will normally meet groups of recruits and trainees, in particular single-sex groups and those who are under 18.
76. Inspectors will evaluate the ways that staff:
 - develop responsible, respectful and active members of the Armed Forces who can play their part and know how to become involved in military and public life
 - develop and deepen recruits' and trainees' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
 - promote equality of opportunity so that all recruits and trainees can thrive together and understand that difference is a positive, not a negative, and that individual characteristics make people unique
 - promote an inclusive environment that meets the needs of all recruits and trainees, irrespective of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation or relationship status
 - develop recruits' and trainees' character in line with military standards and values to inform their motivation and guide their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others
 - foster in recruits and trainees the qualities they need to flourish in the Armed Forces
 - develop recruits' and trainees' confidence, resilience and knowledge so that they can keep themselves mentally healthy
 - develop recruits' and trainees' understanding of how to keep physically healthy and maintain an active lifestyle
 - ensure that recruits and trainees have been matched to the right Service, trade/branch or level; enjoy their courses and complete training within the time frames expected
 - develop appropriate military skills and values which will help recruits and trainees become valued members of their chosen Service
 - provide effective contact and communication with relevant branches and/or trades to help recruits and trainees to succeed in their chosen career
 - support recruits and trainees to prepare for the next phase of training or employment

- where relevant, develop recruits' and trainees' English and mathematics skills
- meet recruits' and trainees' emotional needs associated with being away from their homes and families and ensure that they can maintain contact with families/carers and friendship groups
- ensure that recruits, trainees and staff understand and can use the formal complaints system, particularly for allegations of bullying or harassment
- ensure that recruits and trainees feel safe and are safe from harm, abuse and unfair treatment, including those relating to sexual harassment and violence and online sexual abuse.

Grade descriptors for personal and professional development

Outstanding

- The establishment meets **all** the criteria for good personal and professional development securely and consistently.
- Personal and professional development are exceptional.

In addition, the following apply.

- The establishment consistently and extensively promotes the personal and professional development of recruits and trainees.
- The establishment goes beyond the expected, so that recruits and trainees have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society and the Armed Forces.
- Opportunities for recruits and trainees to develop their skills, talents and interests are of exceptional quality.
- Recruits and trainees are exceptionally well prepared for their next steps in training or Service.

3. 77. To judge whether personal and professional development are good, require improvement or are inadequate, inspectors will use a 'best fit' approach, relying on the weight of evidence and the professional judgement of the inspection team.

Good

- Recruits' and trainees' attitudes to their training are positive. They improve their attitudes over time and are supported well to learn and live away from home. They understand their rights and responsibilities as members of the Armed Forces and know how to conduct themselves as such. They are committed to their learning, know how to study effectively, work well with others, are resilient to setbacks and take pride in their achievements.
- Relationships among recruits and trainees and staff reflect a positive and respectful culture where the principles of equality and diversity are promoted.

- Recruits and trainees feel safe and rarely experience bullying, harassment or discrimination. If incidents occur, recruits and trainees feel safe and confident to report them, knowing staff will take swift and appropriate action.
- Training extends beyond the academic/technical/vocational and provides for recruits' and trainees' broader development, enabling them to develop and discover their interests and talents.
- Training, and the establishment's wider work, supports recruits and trainees to develop their character – including their resilience, confidence and independence – and helps them know how to keep physically and mentally healthy.
- The establishment prepares recruits and trainees for future success by providing: development of recruits' and trainees' English and mathematics; information to all about next steps; high-quality, up-to-date and relevant careers guidance in relevant trades and branches; and opportunities for encounters with field units. Most trainees are placed in their chosen trade, Service or branch at a level that matches their ability. Those who wish to transfer between branches are well informed about how to do so.
- The establishment prepares recruits and trainees for life in modern Britain and the Armed Forces by: teaching them how to protect themselves from radicalisation and extremist views; helping to equip them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common; and promoting respect for the different protected characteristics as defined in law.

Requires improvement

- Personal and professional development are not yet good.

Inadequate

Personal and professional development are likely to be inadequate if any one of the following applies.

- Recruits' and trainees' lack of engagement, motivation or enthusiasm inhibits their progress and development. Too many wish to leave the branch or trade they are joining.
- A significant minority of recruits and trainees show a lack of respect and self-discipline. Recruits and trainees ignore or reject requests to moderate their conduct and are not ready to move on to their next stage.
- Incidents of bullying, harassment or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Recruits and trainees have little confidence in the establishment's ability to tackle bullying, harassment or discrimination successfully.

- Recruits and trainees are not safe, or do not feel safe.
- A significant minority of recruits and trainees do not understand how to live healthy, positive lives and do not understand why they should.
- Leaders, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity.
- Leaders do not protect recruits and trainees from radicalisation and extremist views when recruits and trainees are vulnerable to these. Policy and practice are poor, which means recruits and trainees are at risk.

The quality of facilities, infrastructure and resources

78. Inspectors will evaluate the quality and availability of facilities, infrastructure and resources and their impact on the welfare, development and morale of recruits and trainees.
79. This judgement focuses on the impact of the facilities and infrastructure used by recruits and trainees on their training experience. Inspectors will look at the condition and accessibility of facilities, infrastructure and resources. They will also consider the impact of maintenance and repair, how swiftly defects are rectified, and whether the quality of the facilities, infrastructure and resources has improved or deteriorated since previous inspections.
80. Inspectors will consider the resources available to keep recruits and trainees fit and healthy. They will explore the quality and quantity of food provided to recruits and trainees, including the availability of healthy menu options. Inspectors will evaluate the availability and quality of sports, fitness and leisure facilities. They will also evaluate recruits' and trainees' access to medical and dental resources.
81. The evaluation will consider whether:
- recruits' and trainees' accommodation is properly maintained, safe, dry, well heated and ventilated
 - recruits and trainees have enough space to sleep and relax
 - recruits and trainees can clean, dry and store their military and personal clothing and equipment appropriately
 - female and male accommodation is separated appropriately
 - bathroom and toilet facilities are hygienic and recruits and trainees have sufficient hot water to clean themselves
 - sufficient laundry facilities are provided for the number of recruits and trainees using them and are properly maintained
 - trainees have access to sufficient and hygienic storage facilities in kitchen areas
 - classrooms and training spaces, including sports facilities, are fully functioning and well maintained; equipment used for training works properly

- correctly fitting uniforms and specialist military equipment are provided for recruits and trainees when they need it
- recruits and trainees have good access to physical training and leisure facilities in and out of working hours
- recruits and trainees have access to a range of food that ensures they can consume the number of calories they need
- recruits and trainees can easily access food outlets out of working hours
- recruits and trainees can access high-quality medical and dental resources in and out of working hours
- recruits and trainees can access pastoral and spiritual support in and out of working hours
- the maintenance of infrastructure is drawing personnel and management time away from other key areas of training and welfare.

Grade descriptors for the quality of facilities, infrastructure and resources

Outstanding

- The establishment meets **all** the criteria for good quality of facilities, infrastructure and resources securely and consistently.
- Recruits and trainees benefit from exceptional facilities, infrastructure and resources which provide them with a very high-quality training experience.

4. 82. To judge whether the quality of facilities, infrastructure and resources is good, requires improvement or inadequate, inspectors will use a 'best fit' approach, relying on the weight of evidence and the professional judgement of the inspection team.

Good

- Recruits and trainees benefit from secure, safe accommodation.
- Recruits and trainees can store their personal belongings securely.
- Recruits and trainees have enough space to clean, dry and store military kit and equipment.
- Recruits and trainees can be warm and comfortable in their accommodation blocks; they have access to enough hot water to shower or bathe when they need to.
- Accommodation facilities, including bathrooms and toilets, are well maintained and hygienic.
- Male and female recruits and trainees have enough privacy without being excluded from social activities with their peers.
- Recruits and trainees are issued with properly fitting military uniform and equipment that supports or enhances their training experience.
- Recruits and trainees use high-quality training resources that support their learning experiences. Classrooms, workshops, ranges and other facilities

used for training are well maintained. Equipment used by recruits, trainees and permanent staff works as it should.

- Recruits and trainees have access to well-equipped sports and leisure facilities, which enable them to develop their physical, emotional and mental well-being with their peers. A wide choice of sports and leisure options are available. Recruits and trainees can access these in and out of working hours and are supervised accordingly.
- Recruits and trainees are provided with a reasonable range of food outlets outside of working hours.
- Recruits and trainees have access to high-quality medical and dental care when they need it. They know how to access these facilities and can do so in and out of working hours. These facilities are resourced appropriately and put recruits' and trainees' needs as a high priority.
- Recruits and trainees have access to pastoral and spiritual support in and out of working hours.

Requires improvement

- The quality of facilities, infrastructure and resources is not yet good.

Inadequate

The quality of facilities, infrastructure and resources is likely to be judged inadequate if any one of the following applies.

- Recruits and trainees do not feel safe or comfortable in their accommodation or training environment.
- Recruits' and trainees' accommodation or training facilities have deteriorated since the previous inspection, are condemned or are out of use for health and safety reasons.
- Recruits and trainees are wearing or using ill-fitting or poorly maintained clothing and equipment.
- Recruits and trainees are unable to maintain their clothing and equipment appropriately because of a lack of facilities.
- Recruits and trainees do not have access to a range of sport or leisure facilities, or their use of these is unreasonably restricted.
- Recruits and trainees cannot access appropriate medical, dental or pastoral care when they need it, or it is difficult for them to do so.

The effectiveness of leadership and management

83. This section outlines the main criteria for judging the effectiveness of leadership and management to ensure that the arrangements for care and welfare in training meet recruits' and trainees' needs.

84. Inspectors will focus on whether appropriate leadership practices, including self-assessment and quality improvement action planning, lead to improving standards or to maintaining exceptionally high standards. Inspectors will discuss how care and welfare arrangements have changed over time because of the pandemic, and how commanders have made sure that they remain effective.
85. Inspectors will consider how establishments handle concerns about harmful sexual behaviour towards or between recruits and trainees (including sexual harassment and violence and online sexual abuse). They will consider the steps taken by commanders to ensure that personnel understand that all harmful sexual behaviour is unacceptable.
86. In making judgements, inspectors will evaluate the extent to which:
- leaders and managers demonstrate an ambitious vision for the training, care and welfare of recruits and trainees
 - the ethos and culture of the unit or establishment are based on high expectations for what recruits and trainees can achieve
 - staff in and outside the chain of command promote high standards for care and welfare in training
 - care and welfare in training are improved through rigorous performance management and appropriate professional development for staff
 - the quality of care and welfare in training is evaluated through thorough self-assessment, taking account of users' views
 - leaders and managers use the findings from self-assessment to promote and develop capacity for sustainable improvement
 - leaders promote equality and diversity, tackle bullying and discrimination, and narrow any achievement gaps
 - staff always ensure the safeguarding of recruits and trainees.
87. In gathering evidence, inspectors will consider all or some of the following:
- the extent to which care and welfare are demonstrable priorities for leaders of the establishment and how effectively actions are taken to identify and respond to recruits' and trainees' welfare concerns
 - whether links to training headquarters support care and welfare, and benefit recruits and trainees
 - the culture promoted by leaders and managers and their effectiveness at implementing policies to support care and welfare
 - the management of resources and infrastructure, including staff, accommodation, facilities and learning technologies, to support recruits and trainees

- the findings of internal and external reviews and the impact of any actions taken
- how leaders analyse and use data to monitor the effectiveness of care and welfare and act to eliminate underperformance
- how well self-assessment reflects the views of a wide range of users, including staff, recruits and trainees
- how well self-assessment contributes to continuity of process after command handover(s)
- whether quality/continuous improvement action plans arising from self-assessment are well structured and have clear, ambitious and realistic targets that are implemented and monitored effectively
- the formal arrangements for promoting equality and diversity within the establishment
- the recording and management of informal and formal complaints, including sexual abuse
- recruits', trainees' and staff awareness of what constitutes bullying, harassment and abuse, and how they should act to prevent these
- the effectiveness and impact of recruit and trainee 'at-risk' monitoring arrangements
- records of bullying and harassment, and the outcomes of interventions
- analysis and use of surveys of recruits and trainees
- the timely completion of Disclosure and Barring Service (DBS) checks for all relevant staff and appropriate arrangements for recruits and trainees aged under 18 years
- the effectiveness of leaders' actions in the event of any safeguarding incidents or disclosures
- whether the expectations of the 'Prevent' duty are met.

Grade descriptors for the effectiveness of leadership and management

Outstanding

- The establishment meets **all** the criteria for good leadership and management securely and consistently.
- The effectiveness of leadership and management is exceptional.

In addition, the following apply.

- There is substantial evidence of highly effective or innovative practice that makes a significant contribution to ensuring the welfare of and duty of care for recruits and trainees.

- Self-assessment and continuous improvement form a set of coherent, coordinated quality improvement arrangements that improve the quality of welfare and duty of care year-on-year.
- Senior staff have successfully dealt with all the areas for improvement identified at previous inspections.
- The promotion and maintenance of equality and diversity and the management of anti-bullying and anti-discrimination measures are exemplary.
- There are no significant achievement gaps between identifiable groups of recruits or trainees.

5. 88. To judge whether the effectiveness of leadership and management is good, requires improvement or inadequate, inspectors will use a 'best fit' approach, relying on the weight of evidence and the professional judgement of the inspection team.

Good

- Some aspects of improvement may still be in progress, but there is strong evidence that recruits' and trainees' care and welfare have improved.
- Links with training headquarters and/or other organisations actively promote the skills development and well-being of recruits and trainees.
- Coordination and handover of command at all levels is smooth and entails little disruption to key training, welfare and support processes and systems.
- Resources are of sufficient quality to meet recruits' and trainees' needs, and are well managed.
- Establishment staff are clear about their role in securing improvements to care, welfare, training, resources and infrastructure.
- If recruits and trainees express concerns about their treatment, safety or welfare, investigation is rapid and impartial.
- Self-assessment is largely accurate and identifies key areas for improvement relating to recruits' and trainees' care and welfare.
- The views of staff and recruits and trainees are considered to secure improvements to training, care and welfare.
- Establishment staff know which recruits and trainees may be vulnerable or at risk, and implement plans to support them effectively
- Leaders have high expectations and inspire all recruits and trainees to achieve high standards.
- Most staff who require it are DBS-checked and the remainder of checks are underway, and staff have received appropriate training and updates.
- The support provided for recruits and trainees ensures that there are few incidents of bullying or other unacceptable behaviours. When incidents have occurred, they have been dealt with swiftly and effectively.

Requires improvement

- The effectiveness of leaders' and managers' actions to secure and improve care and welfare is not yet good.

Inadequate

The judgement is likely to be inadequate if any of the following apply.

- Senior staff have poor oversight of recruits' and trainees' personal and professional problems.
- The establishment has made insufficient progress or slipped back in one or more key areas of care and welfare since previous inspections.
- There is no rigour in the gathering and evaluation of evidence for self-assessment or improvement action-planning.
- Safeguarding practice is poor and the monitoring of recruits and trainees who are at risk is weak.
- The arrangements for monitoring recruits aged under 18 are insufficiently rigorous.
- There is little promotion of equality and/or diversity and little evidence of bullying and discrimination being appropriately managed.

Additional contributory factors to inadequacy may include the following.

- The establishment's record in setting and meeting targets for improvement is consistently poor over time.
- Handover of command is not well coordinated; systems and processes are disrupted.
- Self-assessment does not identify the establishment's strengths and areas for improvement; staff have little or no idea how to identify what needs to be done to secure improvement.
- Data is not used well to bring about improvements or inform self-assessment.
- Leaders do not deal effectively with formal and informal complaints.
- Links with training headquarters are weak, providing little practical support or resources for improving recruits' and trainees' care and welfare.

Annex A: MoD inspections of welfare and duty of care pre-inspection briefing

Section 1 is completed by the lead inspector and Section 2 by the nominee.

Section 1

This pre-inspection briefing (PIB) identifies the main lines of enquiry (LoE) for the inspection. These are based on the lead inspector's summary analysis of the information available in advance of the inspection. These LoE are not exclusive.

Training establishment/unit:	
Dates of inspection:	
Lead inspector:	
Team inspector/s:	

Provision covered by this inspection

The inspector will provide a brief description of the scope/focus of the inspection, including which Armed service, for example Army, Royal Navy or Royal Air Force, and which phase(s) are on site.

The establishment

The inspector will provide a brief description of the establishment and what it does.

Grades from previous reports (post-September 2012):

	Date	Grade
Effectiveness of leadership and management		
Outcomes for recruits and trainees		
Quality of welfare and duty of care		

Recommendations from previous report:

(Where relevant, and only the most recent)

Lines of enquiry

Bulleted list of LoE.

These are likely to reference the previous recommendations and any key issues identified from the self-assessment report. They may include aspects discussed with the nominee during the planning call.

The LoEs do not have to be cross-referenced against all key judgement areas below.

Section 2 – to be completed by the nominee

Key and sub-judgement areas	Name of main contact(s)	Location during inspection	Day(s)/time(s) available
Quality of training and support			
Intent			
Commanders'/staff's/trainers' influence on and planning for the quality of training and support			
Implementation			
Course structure and sequencing			
The quality of instruction, training and assessment			
Instructor training and on-going development			
The quality and availability of welfare support			
Physical training arrangements			
Rehabilitation from injury			
Arrangements for recruits/trainees not in training or between courses			
Impact			
Overall and first-time pass rates, including differences between groups			
Re-classing, coaching and mentoring			
Progress and preparation for the next phase(s)			
Quality of facilities, infrastructure and resources			
Accommodation			
Heating and water supply			
Food and messing arrangements			
Training and learning resources			
Gymnasium and sports facilities			
Welfare and leisure facilities			

Medical/dental facilities and resources			
Professional and personal development			
Military values and standards			
Trade, branch and military skills			
Personal and social skills			
Arrangements for recruits and trainees to contact family and friends and carry out research, including access to Wi-Fi			
Healthy living			
'Prevent' and safety			
Equality			
Diversity and inclusion			
Preparation for next phase			
Management and arrangements for early leavers			
Management of information between phases of training			
Leadership and management			
Vision, ethos and expectations			
Risk management and supervisory care			
Facilities, infrastructure and resources management			
Staff performance, development and morale			
Recruit and trainee voice			
Self-evaluation and improvement planning			
Discipline recording systems and remedial training			

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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