

The Army Training Regiment Winchester



Independent Advisory Panel Annual Report 2017



Independent Advisory Panel for ATR (Winchester)

Annual Report as at 31December 2017

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Abbreviations used in this and previous reports	
ALC	Army Leadership Code
APC	Army Personnel Centre
ARTD	Army Recruitment and Training Division
ATR(W)	Army Training Regiment (Winchester)
ATU	Army Training Unit
BAME	Black and minority ethnic groups
BHD	Bullying, harassment and discrimination
CV	Cardio Vascular
CDRILS	Mnemonic for army values: Courage, Discipline, Respect for others, Integrity, Loyalty, Selfless Commitment
CDW	Command Development Week
CO	Commanding Officer
CHQ	Company Headquarters
CLP	Course Loading Programme
CQMS	Company Quartermaster Sergeant
DoE	Defect on Enlistment
DAOR	Discharge As Of Right
DIO	Defence Infrastructure Organisation
E&D	Equality and Diversity
ESL	Early Service Leaver
FTPR	First Time Pass Rate
HQ	Headquarters
H&S	Health and Safety
HR	Human Resources

IAP	Independent Advisory Panel
JSHAO	Joint Service Housing Advice Office
MQ	Married Quarters
MHS	Modern Housing Solutions
MILCOM	Military Communications
MOD	Ministry of Defence
MAA	Master at Arms
NCO	Non Commissioned Officer
NFAS	Not Fit for Army Service
OFSTED	Office of Standards in Education
OC	Officer Commanding
Phase 1	Basic Training
Phase 2	Initial Trade Training
PC	Platoon Commander
PS	Permanent Staff
PFA	Personal Fitness Assessment
PI	Platoon
PT	Physical Training
PTI	Physical Training Instructor
QIAP	Quality Improvement Action Plan
QMSI	Quartermaster Sergeant Instructor
RCFT	Recruit Combat Fitness Test
RRC	Regional Resettlement Centre
RAP	Recruit Allocation Plan
RAPTC	Royal Army Physical Training Corps
RECU	Restricted Employment in Current Unit
RSM	Regimental Sergeant Major
RVS	Royal Voluntary Service
SITREP	Situation Report
SFA	Service Families Accommodation
SLAM	Single Living Accommodation Module
SDW	Soldier Development Week
Sgt	Sergeant
SHQ	Squadron Headquarters
SQMS	Squadron Quartermaster Sergeant
SE	Standard Entry
TAFMIS	Training Administration and Financial Management Information System
TC	Troop Commander
Tp	Troop
TT	Training Team
UFAS	Unsuitable for Army Service
UWO	Unit Welfare Officer
VL	Values Based Leadership
V&S	Values and Standards

Composition of the IAP

This annual report covers the period from 1 January to 31 December 2017. During this period there were seven members of the Independent Advisory Panel. The functions of the Panel are explained in the Chairman's Introduction below.

Panel members are drawn from the civilian community in and around Winchester and we have between us a wide range of experience in business, the public sector, the charitable and not for profit sector and education and training. For example IAP members in 2017 included a Winchester City Councillor, a local farmer, a retired primary school teacher, a retired solicitor, a previous manager of a group of sixth form colleges, the former private secretary to a well-known politician, a retired Colonel and military charity manager.



Chairman's Introduction



1. IAP activity in 2017

The IAP has completed another busy year monitoring the training and welfare of the Recruits. The mandate of each IAP (the various Phase 1 training establishments in the Army all have similar panels) is to provide an independent source of advice, challenge, encouragement and support to the training unit in order to exchange information, provide feedback and assist in identifying areas for improvement. We have unrestricted access to ATR (W) and can attend with or without notice.

The IAP carries out its functions in a number of different ways, some formal and some informal, and the balance of these activities varies at different points in the year and from member to member. Some of our main activities are:

- Formal review meetings at which the Commanding Officer and the Regimental Sergeant Major meet the IAP members to discuss issues relevant to training and welfare
- Monthly meetings between the Chairman of the IAP and the Commanding Officer
- Visits by individual members to observe training activities and to talk to Recruits and Permanent Staff. All IAP members have Army security passes and we are able to come into the Barracks at any time. We also attend training exercises outside the Barracks, such as Exercise Half Way (week 7) and Exercise Final Fling (week 12), which take place on Salisbury Plain, or range firing exercises at Moody Down, Chilcomb and Longmoor. Each IAP member is attached to one of the Regiment's companies so he or she gets to know the Permanent Staff and Recruits passing through that

company and takes a special interest in that company's achievements or challenges

- Attending Form up Days and Pass Out Parades, which are excellent opportunities to talk to the families of Recruits about how they see the training and welfare experience at Winchester
- Attending Regimental Cross Briefings and Self-Assessment Meetings
- Researching and writing up studies analysing specific issues relevant to training and welfare (see page 13 onwards for examples).

2. Activity levels in the Regiment

The Regiment has an annual capacity of 1,444 Standard Entry (SE) recruits. At the time of the OFSTED inspection in September 2017, there were 208 military staff, 38 civil service staff and 72 civilian commercial staff at the camp. When the inspectors visited, there were seven troops of Standard Entry recruits in training, numbering 184 recruits in total, and two troops of Reserves, numbering 40 soldiers in total. The Regiment delivers 15 recruit training teams, with five platoons in each of the three training companies. Each platoon has a capacity of up to 40 recruits. (During the course of the year, the description of units at ATRW changed: the former training 'squadrons' became 'companies' and the 'troops' became 'platoons'. As a result, some of the reports summarised here, including the OFSTED report, refer to squadrons and troops whereas this Chairman's Introduction generally uses the terms company and platoon. There was no change in the size, staffing or function of the units so the terms are interchangeable.)

The First Time Pass Rate (FTPR) for recruits passing through ATRW was 84% in 2016/17. The overall pass rate was 86% in the same period. A variety of factors influence the FTPR but ATRW has consistently good results when compared with other Phase 1 training establishments.

Another measure of ATRW's success with its recruits is how they perform when they leave Winchester. Since 2014 only 3% of graduates from ATRW have failed to reach the Field Army, after going through Phase 2 training.

3. OFSTED inspection

Our last two annual reports referred to the recommendations made by OFSTED inspectors when they visited the Regiment in September 2015. The OFSTED inspectors visited ATRW again on 20 and 21 September 2017, toured the camp, interviewed staff and recruits and produced their report. The inspectors also had a private meeting with two Panel members. It is worth quoting some extracts from the inspectors' report since the inspectors' comments give an excellent view of life at the Regiment at the time of their visit.

Under "Overall Effectiveness" they comment as follows:

"The quality of welfare and duty of care is outstanding. Permanent staff across ATRW provide excellent levels of support to recruits. A strong ethos of inclusivity and encouragement is shared across squadrons. Squadron staff provide recruits with very high levels of support and guidance, and they model the values and behaviours of the Army very well. Communications between squadron staff and welfare, medical and chaplaincy teams remain strong. Senior staff and squadron staff monitor and support those at risk very effectively. The chaplaincy, WRVS and welfare teams are highly valued by recruits. The services they provide for staff and recruits are excellent. Medical and dental services and facilities are good and recruits benefit from timely appointments and treatment."

Dealing with outcomes for recruits and trainees, which were graded Outstanding, the inspectors commented as follows:

"Recruits make rapid and sustained skills gains. They grow in confidence and feel proud of their service and their cap badge. Their loyalty to troop and squadron is strong, as is their loyalty to trainers and each other. A recent initiative to build recruits' mental resilience is showing positive results."

Since the remit of the IAP concentrates on welfare and duty of care considerations, it is worth noting some comments of the inspectors under this heading (the Regiment received an Outstanding grade for quality of welfare and duty of care).

"Recruits appreciate the high quality wraparound welfare services provided and use these when they need specialist support, or when they want to relax and de-tune from the rigours of training. Welfare staff are approachable and friendly and recruits are confident to report concerns or seek help."

Welfare staff work together extremely effectively to safeguard and support recruits and permanent staff. Military and civilian welfare staff, WRVS staff, the Senior Medical Officer, the chaplaincy team and squadron staff maintain excellent levels of communication to provide a comprehensive web of support for recruits. This ensures that recruits are safe and well supported throughout their training. Many recruits were able to cite examples of those in welfare teams "going the extra mile" to provide very high quality and highly effective support".

The effectiveness of leadership and management at ATRW was also graded Outstanding. Under this heading the inspectors commented on the activities of the Independent Advisory Panel as follows:

"The Independent Advisory Panel is exceptionally effective in providing challenge and support to the Commanding Officer and others in the chain

of command. Panel members visit the Regiment frequently and they have free access to recruits, staff and facilities. Their periodic reports very usefully investigate aspects of training that may require improvement or which represent good practice”.

4. OFSTED Recommendations after their 2017 visit

OFSTED made three Recommendations:

1. Develop staff understanding of responsibilities under Prevent legislation to ensure that recruits are safe from the dangers of extremism and radicalisation.
2. Improve the condition of recruit accommodation, particularly the showers, latrines and flooring.
3. Develop further the skills of instructors so that good practice is widely shared, so that the most able recruits are suitably challenged and so that virtual learning technologies are more widely used to support recruits' learning and progress.

The Commanding Officer and the Permanent Staff will be addressing these three recommendations in the next few months. Item 2 is a recurring issue at Winchester and reference should be made to our previous Annual Reports for comments on this subject. With the Government having decided to close ATRW in 2020, it has proved even more difficult now to obtain funding from the Ministry of Defence to bring about the improvements to recruit accommodation that are required. The Commanding Officer has continued to press the case for further refurbishment work at the camp and he has also supervised a programme of “self-help” whereby individual platoons during periods of down time carry out basic redecoration and other improvements to their accommodation. The IAP will continue to support the Commanding Officer in his efforts to secure funding for the works required. Bearing in mind that the camp will continue to receive Phase 1 recruits for three years, and possibly longer if there is delay in Project Juno, we do not consider it defensible in terms of recruit welfare to withhold infrastructure funding at this point. As the OFSTED inspectors report:

“The standards of, and maintenance of, shower and toilet facilities in six of ten accommodation blocks require improvement. These are tired, dated and in a poor state of repair. Some have inadequate ventilation to prevent the build-up of mould. Staff are working hard to make running repairs and effect improvements, but long-term investment and proper maintenance is required.”

4. IT improvements

Following recommendations made by OFSTED in 2015, work has been done to upgrade the IT provision at the camp. There has been over £200,000 of new investment. Forty new computers were purchased for the Education wing and internet wifi coverage has been extended to 60% of the site. Interactive whiteboards and handheld keypads have been introduced to aid teaching and improve the quality of recruits' feedback on the effectiveness and quality of the course.

Plans for next year include extending wifi coverage to the remainder of the barracks and the introduction of a virtual learning environment.

5. Recruits at risk register

Work has continued on developing processes for identifying and tracking the progress of 'recruits at risk' (in this context, at risk of not passing elements of the course). Company commanders are able to review information about recruits before they arrive, such as their age, educational qualifications, ethnic background, intended cap-badge, and their general fitness levels. From this information it is possible to identify early on those recruits who may struggle with some aspects of the course, for example language issues in the case of some overseas recruits. The recruits 'at risk' are monitored by a recruits at risk board and as the 14 week course develops some new names are added to, and some existing recruits are removed from, the register. This is an excellent innovation which the Panel supports.

6. Mental resilience training (MRT)

Elsewhere in the Army work has been done on developing training to increase the mental resilience of officers and soldiers, so that they are better placed to confront and deal with the wide range of challenges faced during an Army career. Psychologists have assisted with designing these courses. Elements of this MRT programme have been introduced into the syllabus for Phase 1 recruits at ATRW and the reaction to date from both recruits and PS is that the training is making a positive contribution to the recruits' capacity to learn and develop and cope with the inevitable 'bad day at the office'. OFSTED commented that *"recent strategies to instil mental resilience have improved recruits' readiness for training and their abilities to take on new tasks and challenges"*.

7. Integrated training of male and female Recruits

In previous Annual Reports we have described how integrated or semi-integrated training has taken place at ATRW. Both the Permanent Staff and the IAP consider that fully integrated training (i.e. male and female recruits living and working together in mixed units and going through the complete



course as mixed units) is to be encouraged, given that the Field Army is largely integrated and the majority of recruits join ATRW following time at co-educational schools. Our view is that integrated training offers a superior experience for both male and female recruits: for the arguments, see our study on this subject in 2016. However, at the time of writing this Annual Report the Army has put on hold further integrated training at ATRW (and other Phase 1 establishments) while it evaluates evidence on the medical and psychological effects of integrated training on female recruits. We look forward to a speedy resolution of these issues which have been talked about now without much direction for a number of years.

8. IAP studies

The Panel normally carries out a number of studies during the course of the year, producing reports which are delivered to the Commanding Officer. During 2017 we worked on two studies:

a) Education

In the Education Wing we carried out a study of the classroom education provided to recruits as part of the Phase 1 course. This included following one intake throughout its time at Winchester and sitting in on the various lessons, seminars and classroom periods which that intake experienced. Our report, including a number of recommendations for the future, can be found at page 13 of this Annual Report. We have also included the Commanding Officer's written response to our Recommendations.

b) Report on Fox Troop

Fox Troop (now Fox Platoon) is part of Headquarters (Delhi) Company and provides rehabilitation and remedial training for recruits. Traditionally the recruits who were moved to Fox Troop had sustained physical injury during the training process. Fox Troop looks after them and ensures that they receive the appropriate medical and physiotherapy inputs, before returning to training, either with their own intake or with a later one. If there is no possibility of complete rehabilitation, the recruit may leave the Army. Whilst in Fox Troop the instructors ensure that the recruits also keep up as far as they can with the other elements of the Phase 1 course. From this it will be clear that each recruit in Fox effectively has his or her personalised programme, tailored to suit the nature of his or her injuries, the treatment required and progress in other areas of the course.

Towards the end of 2016, the Commanding Officer changed the remit of Fox Troop and for the first time recruits were sent to the unit because they were falling behind in classroom or educational activities, as opposed to being physically injured. This second remedial function of Fox Troop is delivered in Fox Troop Bravo. The Panel carried out a review of the way in which Fox Troop was operating, bearing in mind its expanded functions, and our report can be found at page 23 of this Annual Report. We had concerns about elements of the daily regime in Fox at the time when we started researching our report but actions were taken by the CO to revitalise the unit and, as can be seen from our full report, we are now much happier with the way it is running.

In relation to Fox Troop, the OFSTED inspectors commented as follows in September (after the reforms had been introduced):

"Fox A and B troops provide highly effective support for those requiring remedial or rehabilitation support. Since the previous inspection, senior staff have successfully placed considerable emphasis on raising the profile and effectiveness of Fox Troop. They have also taken successful steps to make sure that staff working in the troop have very strong coaching and training skills, and have high aspirations for recruits. As a result, Fox Troop provides a purposeful, forward-looking environment for Recruits. Troop staff have put in place very good arrangements to support Recruits between courses and to motivate and develop those Recruits unable to continue training with their original troop. Improvement measures also include good liaison with other Phase 1 training establishments, for example ATC Pirbright, to place Recruits back into training as soon as possible if an opportunity exists at another establishment."

9. Focus for 2018

We expect 2018 to be another busy year. As part of our regular involvement with the training companies and Delhi company we are planning to continue our observation of the “indoors” elements of training. This is particularly important as there has been a change in the delivery of classroom teaching, with the previous private sector educational provider having ceased to operate at ATRW and all classroom teaching now being conducted by Permanent Staff. This is a challenge for platoon commanders and instructors who have not generally received much training in classroom teaching before they are posted to Winchester.

Conclusion

As can be seen from the extracts included here, the OFSTED inspectors were impressed with the overall effectiveness of training at ATRW. *“The outcomes for recruits, the quality and the leadership and management of welfare and care are outstanding”*. The inspectors visited for two days but IAP members observe activities, indoor and outdoor, throughout the training year. We share the inspectors' high regard for the quality of the leadership and the training at the Regiment.

I should like to conclude by thanking my colleagues on the Panel for their invaluable help and support throughout the year. We also thank the Commanding Officer, Lieutenant-Colonel Nick Mackenzie, the Permanent Staff both military and civilian and the Recruits for their understanding and unfailing courtesy.

Christopher Causer
Chairman
31 December 2017



Education Study 2017



1. Introduction

An IAP study into the Education Wing at ATR (W) was carried out from March to June 2017 by FI, CC and LW. The aim of the Study was to gain an understanding of how the education programme in the Education Wing is delivered by the Education Training Staff, Permanent staff and the Functional Skills provider, TQ Pearson. The main focus of the study was to examine the educational experience of all Recruits and secondly to observe those Recruits with specific learning difficulties (SpLD) and/or those for who need ESOL (English for Speakers of Other Languages). The study aimed to determine how their needs were met and to identify any emerging trends in relation to the educational needs of Recruits in order to make recommendations in relation to specialist educational provision.

The experiences of 4 troops from C Squadron were studied. Three of the troops consisted of male Recruits and one of female Recruits.

2. Programme of meetings and visits

08.03.17	ID01: Individual Development – Skills Profile, Diagnostic Assessments including Literacy and Maths and Dyslexia
08.03.17	Basic Skills Development Manager (BSDM)
16.03.17	ID02: MME: Identify and set Literacy Targets, Learning Techniques

17.03.17	ID03: MME: Individual Dyslexia Test, identify and set Maths targets;
31.03.17	ID04: MME: Maths Division/Scale/Area and Perimeter; MILED: Navigation/Learning styles and Memory skills
03.04.17	ID05: MME: types and purpose of text and reading for gist; MILED - Learning techniques and Presentation techniques
05.04.17	ID06: MME: Speed, Distance and Time, parts of the hour, simple fractions/decimals
05.04.17	Meeting with CO
13.04.17	ID08: MME: Interpreting information, spelling test
24-25.04.17	Realities of War (ROW) visit to Belgium
26.04.17	Mid -term INVAL
17.05.17	ID10: MME & MILED ROW write-up
30.05.17	ID11: Cap Badge Presentations
31.04.17	Intro from Recruit Learning Development Officer (LDO) to new Troop. (ID01)
29.05.17	Meeting with LDO
30.05.17	ID11 Cap badge presentation with LDO and Senior Tutor TQ Pearson
31.05.17	Final INVAL
07.06.17	Meeting with Senior Tutor TQ Pearson
08.06.17	Meeting with BSDM
13.06.17	ID06 MME: Speed, Distance, Time, part of hour; MILED: Critical Thinking
15.06.17	Meeting with LDO
27.06.17	ID09 Realities of War Preparation
27.06.17	LDO's Brief to CSqn in Command Development Week

The schedule of visits included lesson observations throughout both the MME (Military Maths and English) and MILED (Military Education) programmes along with SpLD one-to-one sessions. In addition, meetings were held with the CO and key personnel in the Education Wing including the LDO and TQ Pearson teachers. The IAP also analyzed the findings of the Recruit INVAL questionnaires, specifically those comments that related to the Recruits' experiences of the Education Wing.

3. **Documents seen**

Skills Profile Individual Development - Maths Diagnostic Assessment
Literacy Assessment
Individual Self-Assessment for Maths and English
Listening comprehension test
Level Descriptors of Key Features of Writing
Speaking and Listening Assessment, introduced May17

British Dyslexia Association – Adult Checklist
Dyslexia Adult Screening Test (DAST)
Learning Styles self-assessment
SE INVAL midterm and final
EL3/L1 Scheme of Work
L2 Scheme of Work
Dyslexic Recruit's Report and Findings sent to Sqn
ESOL Recruit's 4 week Timetable
ESOL Recruit's Progress Report
End of Education Course Survey (Phase 1) – TQ Pearson
EL3 Mathematics Contextualised practice assessment – sample
EL3 English Assessment – sample

4. **Observations and comments**

- a) **MME and MILED** – In Week 1 all Recruits complete Initial Assessment Individual Development 01 (ID01). This consists of 5 assessments; English, Maths, Speaking and Listening, a Dyslexia checklist and a self-assessment for English and Maths. These assessments are delivered and analysed by TQ Pearson. The Recruits are then allocated a place in one of 3 groups. Those Recruits operating at Entry Level 3 or Level 1 are provided with a Functional Skills Programme that is delivered by TQ Pearson. This is referred to as Military Maths and English (MME).

Although the MME programme content is devised by ITG, there is scope for adapting the content to suit the needs of the Recruits. The Senior Tutor has used feedback from TQ Pearson surveys to alter the delivery and some of the course weightings. For example, he is planning to increase the emphasis given to presentation techniques because Recruits are required to prepare and deliver 2 presentations (ROW and Cap Badge) during their Phase 1 training. In addition, the LDO has recently (June) liaised with colleagues in Pirbright to revise the content of lessons (ID02, ID03, ID08, ID10).

Those Recruits operating at Level 2 and above are placed on a Military Education programme referred to as MILED. The programme is delivered by the Learning Development Officer (LDO), Troop Commanders and Troop Sergeants. The MILED programme makes effective use of the skills, interests and experiences of the permanent staff in ATR (W) and offers a rounded and interesting programme of military education and international affairs.

If there are any Recruits who are below EL3 in Maths, English or Speaking and Listening they will have 1:1 or work in small groups with the BSDM to bring them up to EL3/L1.

- b) **Staffing** - MME is led by the Senior Tutor, who manages the TQ Pearson programme. He was appointed in January 2016. There are 2 other teachers, both of whom are currently on temporary appointments. There is also a Clerk and the Learning Development Officer for Recruits. In addition, the Basic Skills Development Manager (BSDM) has been at the ATR(W) for 15 years.
- c) **Assessment for SpLD** – If, after completing the Dyslexia Adult checklist, a Recruit is flagged up for the first time as Dyslexic or if a Recruit has a particularly high score from the checklist, the BSDM will carry out a dyslexia interview that includes a comprehensive Dyslexia Adult Screening Test (DAST). She will then report back her findings, the likely impact of the Recruit's dyslexia on training and recommended action to the Troop Commander, Troop Sergeant, the Senior Tutor TQ Pearson and the Recruit. These reports give clear advice about the ways in which Recruits can be supported in their learning. Troops do seek advice from the BSDM if they identify Recruits having difficulties in learning during their training. Again, assessments and interviews are conducted and reports with advice are provided by the BSDM for Troops and the Recruit. If necessary the BSDM will give the Recruit extra education sessions.

The IAP saw evidence of the BSDM's advice heeded eg in the provision of coloured spectacles, filters and the use of coloured paper for those Recruits to use. However, in one case during the study, a Recruit's dyslexia report and recommendations were not seen by the troop for several weeks, possibly due to a change of Troop Commander. Although the Recruit concerned did pass out, the experience of her education at ATR would have been improved if the advice provided by the BSDM had been taken account of earlier.

- d) **Additional support** – In addition to the SpLD support recommended for delivery by Troops throughout training, the BSDM also provides Recruits with SpLD with 1:1 support within the Education Wing. She has a 100% success rate for all the Recruits who are retested after their sessions.

In addition, the Senior Tutor TQ Pearson has recently been running Speaking and Listening sessions for those Recruits who are identified as needing this. The group consisted of 5 Recruits, and these extra sessions were requested by the OC C Squadron.

- e) **English speaking and listening** – A number of Recruits arrive in Phase 1 training needing help with their English, particularly in relation to listening and speaking skills. This may be because their first language is not English. Those Recruits who are identified as having problems with speaking and listening skills, are provided with ESOL sessions by the Senior Tutor and the BSDM.

The number of Recruits who require this support varies by cohort; for example, increasing numbers of Recruits from Foreign and Commonwealth countries *may* lead to an increase in the need for this kind of support. During the course of the study, it became clear that one Recruit was finding it difficult to access the training due to his poor understanding of English. A decision was taken to provide some intensive language support and he was temporarily taken out of his troop, moved to Fox Troop, and provided with 3 hours of a bespoke, 1:1 English language training each day for 4 weeks. This was carried out by the BSDM. The Recruit has since returned to Phase 1 training and has passed all subsequent assessments. This is obviously an intensive programme and has staffing and resource implications. The BSDM has suggested that any future programme could be offered, with up to 3 Recruits at a time within current resources.

During the course of the study, IAP noted that there were plans within the wider Army to address this apparently growing need for those Recruits below EL3. A new educational course is to be delivered prior to Phase 1 training for Recruits with ESOL and SpLD needs. This would provide intensive input to ensure that Recruits reach the required educational level and obtain the adequate skills in English. However, given the complex and longer term educational needs of some of the Recruits arriving at ATR (W), it is unlikely that this will negate the need for continued support in Phase 1 in the Education Wing and in Squadrons.

- f) **Quality of Recruits' experience:** Recruits are formally asked about their experiences at ATR (W) on two occasions - during Week 8 and Week 13 - when INVALS are conducted. Recruits also complete an end of education course survey from TQ Pearson. INVAL data indicates the degree to which Recruits consider whether lessons are helping them to become an effective soldier¹. Findings from February 2016-January 2017 indicate that on average 40% of Recruits either agreed or strongly agreed, with 32% of Recruits either strongly disagreeing or disagreeing. However, these figures mask considerable variations. One Squadron had 52% disagreeing/strongly disagreeing as against another Squadron which had only 2% disagreeing/strongly disagreeing. The IAP observed the final INVAL for 14 Troop where 43% agreed and 21.4% disagreed.

The wording of the INVAL question is perhaps difficult for Recruits to respond to at their stage of training, as they may not be aware 13 weeks into training what makes an effective soldier. In addition, the remaining 2 questions about education are ambiguous to Recruits as their responses tend to refer to training team lessons (ie those delivered outside the Education Wing). The TQ Pearson questionnaire offers alternative

¹ INVAL statement/ question The functional skills (TQ Pearson) lessons are helping me become an effective soldier

questions which are perhaps more suitable, eg. I feel the classes have helped me improve my English; overall I found the lessons interesting; tutors gave me all the help I needed in lessons.

During the study, IAP questioned Recruits about their experiences. Some wanted more lessons in Maths and English. Some felt that the programme was devised in such a way that there was not enough follow up on one subject before going onto the next subject. Others felt that the lessons were boring and they did not find them relevant to their training.

To some extent, ATR(W) has addressed concerns about the level of provision by offering the MILED programme to those Recruits already operating at the levels required. However, there remain concerns about the quality of the Recruit experience in relation to the MME programme. For example, the study heard from Recruits or observed that lessons sometimes lacked sufficient differentiation, or a stated relevance to their training, or use of engaging materials and/or technology. Certainly, lesson observations provided insight into the range of different abilities and knowledge gaps in the groups and these were not always catered for in the classroom. The use of ILT (information learning technology) was observed to be limited and this could perhaps be used to better effect, particularly where content needed more differentiation.

The use of ILT was discussed with staff in the Education Wing and they outlined some logistical difficulties in the use of IT – eg poor Wifi access in some classrooms, slow printing processes so that Recruits did not have their work printed out until several days after the lesson had taken place.

- g) **Clarity and communication** – Some of the questions in assessments require advance or colloquial knowledge and understanding of English. For example, the City and Guilds Entry Level 3 Maths test was based on the topic of ice skating – which was potentially a baffling concept to the Fijian Recruit taking the test.

Those being assessed for their Maths ability might therefore be unable to demonstrate effectively this if their knowledge of English is not sufficient to understand the question. Although this standard of English is an important requirement, it should be tested separately. In other words, the assessments for Maths should test Maths and questions should be easily understood to avoid the under-estimation of Maths capabilities. The BSDM has created a series of practice papers using more relevant language that might offer an alternative test of the impact of the SpLD support and input from the Education Wing.

- h) **Roles for Squadrons** – the CMS is demanding and challenging to fit into the time allocated to Recruits. Not surprisingly, the PS sometimes prioritise military skills over lessons in the Education Wing. Recruits were sometimes

observed attending lessons late (particularly after PE sessions). This is perhaps understandable but potentially disadvantages those with SpLD and ESOL needs.

On the other hand, PS have a significant role in the educational support of Recruits in all lessons. For example, BSDM's reports to Troop staff offer advice and recommendations about helping Recruits to note take in the field, arranging for "study-buddies" to help with written work, use of overlays and the provision of hand-outs where possible. It would perhaps be worth reinforcing to Squadrons how important these suggestions are to those Recruits needing additional educational support. The LDO is aware of the importance of a good relationship with the Squadrons and has already implemented a two-way correspondence; providing information about the role and purpose of the Education Wing and asking for feedback. He also presents in each CDW.

- i) **Impact** - MME Recruits are not currently tested at the end of their Phase 1 training to ascertain whether or not they have achieved the Key Learning Points (KLP) from their individual Development programme; although those with SpLD are. At present there is no way of assessing whether they have benefited at all from the MME sessions.

5. **Conclusions**

- Members of the IAP now have a greater understanding of how the Education Wing operates and are aware of the problems that arise when the levels of the Recruits' education are so diverse.
- Those with SpLD and those requiring ESOL (English for Speakers of Other Languages) benefit enormously from the extra tuition provided by the BSDM. This tuition has been particularly beneficial for some Foreign and Commonwealth Recruits and may be a model for delivery. However, should the number of Recruits requiring this help continue to rise, thought needs to be given to the sustainability of this approach.
- The quality of the Recruits' experience can vary and is dependent upon their individual needs and whether or not these are met, along with the style of teaching from the different members of staff and the degree to which the lessons are seen as relevant to Recruits.
- The attitude of Troop staff to the importance of Education is vital. They can make a difference to outcomes by ensuring that Recruits get to lessons on time and by reading and acting upon the BSDM reports and acting on recommendations.
- The use of permanent staff in teaching Recruits in the Education Wing is a real strength. It helps to ensure that Recruits see the value of the

content in context; they benefit from the varied expertise and experiences of the permanent staff; and they gain insights into their potential future careers in the Army. In addition, this represents some positive continuous professional development and validation for the PS.



Recommendations

- 1. Investigate ways of improving differentiation in lessons so that all Recruits are engaged meaningfully at all times**
- 2. Reinforce the importance of linking lessons to Recruit training and future careers so that they are fully aware of the importance and relevance of the course content; this is a role both for those in the Education Wing and Squadron PS**
- 3. Explore opportunities for increasing the use of ILT as an aid to differentiation and to improve learning and engagement**
- 4. Investigate opportunities for staff/teachers to observe teaching practice and lesson planning at Entry Level 3/Level 1 in centres of excellence in order to improve engagement and interest in lessons**
- 5. Ensure that the language used in assessment questions is accessible to all Recruits and avoids colloquialisms. Pictures could be considered to support this process and the use of the tailored BSDM assessment papers used where possible**
- 6. Investigate options for measuring whether Recruits reach their Key Learning Points at the end of the MME programme**
- 7. Improve the use by Squadrons and Troops of information about individual Recruit educational needs, particularly where it impacts on day-to-day access to the CMS eg ability to note-take, summarize, estimate and understand measures of distance.**
- 8. Strengthen the relationship between Ed officers and Ed Providers and the Squadrons through improved 3-way communication and content in CDW.**
- 9. Review the resources required to support potentially growing numbers of Recruits requiring SpLD and ESOL, including those who have completed the Pirbright intensive education programme prior to arrival.**

Commanding Officer's LDO Response to IAP Education Study

I would very much like to thank FI, CC and LW for this study into education provision within ATR (W) which ran between Mar – Jun 17.

It is worth noting that in Sep 17 the current contract with the Education Provider (EP) TQ Pearson will finish and has not been renewed. This will mean that learners who currently sit at EL3 and L1 will be folded into the current L2 Syllabus. The syllabus has been re-organised and is now in a review period. The updated syllabus will provide some benefits to troops such as increased time as a collective body and more time with military staff, but will also provide some issues with infrastructure and differentiation. I will continue to track closely to assess and (if required) mitigate against not having the support of the EP.

The recommendations provided in the report highlight a number of areas which I am already aware of and some of which are new to me. The areas of differentiation, language in assessments, improving communication and resourcing are all currently under improvement.

The recommendations of increased use of ILT, observations of external excellence and measuring output standards all make logical sense and I will look into these further, with a view to improving any areas that have evaded our attention. We will then work out how best we can incorporate the required changes into the programme.

I would like to finish by thanking you again for your hard work in conducting this study and providing a clear, independent set of eyes onto the Regiment.

Fox Troop Bravo Study at ATR Winchester 2017

The following account covers the period January – September 2017 and describes the experiences of two Independent Advisory Panel members, C and G, asked to report on Fox Troop Bravo: Fox Troop has not been the subject of an IAP report since 2013/14, when they reported on Fox Alpha. Furthermore, there have been no designated IAP members monitoring Fox Troop since March 2016, thus precluding continuous IAP checks and balances since then. The early months of 2017 produced evidence of complacency from existing permanent staff, but by July those staff members had been replaced by a new and dedicated team determined to train, motivate and inspire recruits allocated to both Fox Bravo and Fox Alpha. To date, they have been largely successful in their ambitious programme.

1. Programme of meetings, visits and information gathering

14.02.17	Presentation on Fox Bravo at Formal IAP meeting by OC Fox Troop
17.02.17	February Briefing by OC Fox and tour of Fox Troop
28.03.17	Briefing and tour of Fox Troop given by Fox Tp SM
28.03.17	Interview with three Fox Bravo recruits
29.03.17	Visit to OC B Sqn regarding Bravo recruits
10.04.17	Notification from Fox Tp that Bravo Rct N is receiving English language tuition.
20.04.17	Attempt to visit Rct N but unable to gain access to building
25.04.17	Access to observe N's English lessons denied as he is also undergoing scrutiny as part of Education Report
08.05.17	Interview Rct N
26.06.17	Briefing on Fox Tp by Padre
04.07.17	Briefing and tour of Fox Troop with new OC Fox and (temp) Sgt. Also visit to Physio Dept and briefing by Capt.
25.07.17	Regiment X-Brief in which CO states that best PS are now being sent to Fox Troop
31.07.17	Interview Rcts A and C
07.09.17	Attend weekly Padre/Fox Troop session in Church classroom
11-28.09.17	Block leave
30.08.17	Attend combined presentation to IAP by Fox Alpha and Fox Bravo
08.09.17	Meeting with OC Fox and two sergeants
08.09.17	Interview with Bravo Rcts A and G
Throughout this period for the most part HQ Squadron SITREPS were received by those conducting the study.	

2. **Background**

Fox Troop was established as a holding unit for recruits who had been injured or had developed a medical condition, and as a result were temporarily unable to continue their training with the rest of the squadron. Each required rehabilitation in the form of a daily, individual training plan. While part of the training day required to be set aside for physiotherapy, the aim was that recruits were given military training in other subjects to ensure they could re-join a squadron once they were deemed medically fit to carry on.

A 2013 study and report into recruits moved to Fox Troop for medical and dental rehabilitation was positive and encouraging, reporting a high level of care and support for recruits who required medical treatment as a result of training.

In 2016 a decision was made to refer to Fox Troop recruits who had no adverse medical condition, but who had found the training at squadron level challenging and were not keeping abreast with the rest of the squadron in one or more of the training areas. This could be a difficulty in one singular subject, or an overall difficulty with the English language, or a poor overall level of fitness etc.

The detail of recruits referred for medical rehabilitation were Fox Alpha, and those without a medical condition, but requiring remedial training in other areas, Fox Bravo.



2. **Constraints**

An obstacle to the necessary research for completion of a timely report was that Fox Bravo had very few recruits, one or two, at the most three, at any one time during the reporting period. Often when enquiries were made, there were no recruits whatsoever in Fox Bravo. This left few opportunities to interview recruits directly about their experiences.

Block leave took place from 11 – 28 August.

The study was for some time running concurrently with other studies, for example education. When one Fox Bravo recruit from overseas was receiving remedial English training, G and C were discouraged from attending his lessons in case he was unnerved by over-inspection.

During the course of the study C and G spoke to all but one of the Fox Bravo recruits, but that amounted to 6 in total.

Fox Troop did not have an open-door policy. The troop lines had an appearance of being closed up, the front door secured by a code. It was two months and two fruitless visits before G and C learned of an unlocked side door.

3. **First Impressions**

At an IAP formal meeting with the CO on 14th February 2017, OC Fox Troop gave an uplifting presentation on Fox Troop in which he described with enthusiasm what he had in place for Alpha and Bravo recruits. He explained that both Bravo and Alpha joined forces for general military lessons as well as recreational activities in the gym and swimming pool. They were also taking part in group project visits to local, military-themed museums and sites, after which the recruits would research, then give a presentation, on the subject matter. He emphasised the efforts he and his staff made to ensure the recruits were not disheartened by having been referred to Fox Troop, assuring them this was not a block on their military career, and that a few weeks in a lifelong career was insignificant.

During a first visit to Fox Troop lines, G was shown round by OC Fox Troop who spoke in the same positive manner, and where she observed displays of former recruits' project work. At the time there were no recruits in Fox Bravo.

In March 2017, a meeting was arranged with Fox Bravo recruits. As the OC was away from camp, prior to the meeting G and C were escorted round the Lines by the Troop Sergeant, who, as positive as his OC, emphasized that recruits received continuous military training and had two PT sessions each day.



4. Subsequent Meetings

G and C spoke to two overseas recruits, referred to Fox Bravo for further weapon training. While they had received that extra training, and had just successfully passed the required tests in the subject, their time in Fox Troop had been uninspiring. They reported they had been left to their own devices for long periods, confined to their lines, and were seated on hard chairs with no reading material other than training manuals. While they (and all Fox Troop recruits) were permanently dressed in PT kit, they claimed they had no opportunity for PT.

G and C tried to see the Troop Sergeant straight away, but he was in a meeting. Concerned that the two recruits (formerly of B Squadron) appeared unhappy and demoralised, and puzzled by the conflicting accounts of life in Fox Troop, G discussed this with OC B Squadron. The OC immediately sent his Sergeant Major to check on facts and talk to the recruits, while the OC himself reported the matter further up the chain of command.

The next Fox Bravo recruit was referred in early April 2017. Recruit N was sent to Fox Bravo as he had a limited command of English and needed several weeks' tuition before returning to his squadron to continue training.

C met Rct N on 2nd May 2017. His English tuition was concluded and he was due to return to mainstream training the following week. He had found the English teaching helpful and enjoyed the swimming sessions he attended each morning, which indicated the recruits were now having some PT. On being asked about how he was occupied when he was not having language tuition, he mentioned he appreciated the opportunity to skype his

mother and his girlfriend each afternoon, which raised the same concerns that possibly Fox Bravo recruits were still being regularly left in lines to amuse themselves.

C spoke to OC Fox Troop who was on his last week before departing for training prior to a posting elsewhere. He felt the Fox Bravo recruits were well enough occupied, but it was sometimes difficult during the working day to find instructors to provide the training recruits needed to ensure they did not fall behind with subjects other than those for which they had been referred to Fox Troop. He was clearly disappointed that none of the recruits had mentioned being taken on an outing to the Historic Dockyard at Portsmouth the previous day.

On the positive side, in June G spoke at some length to the Padre about the work he and the Chaplaincy did with Fox Troop. He explained that all Fox recruits spent Monday afternoons in the Church classroom further exploring through chat and film the CDRIL ethics and how they could be applied to their current lives in Fox Troop as well as future scenarios within the army. These few hours away from the Fox Troop Permanent Staff gave a break to both the recruits and the staff, as well as an opportunity for the Chaplains to get to know the recruits as individuals. The sessions start with a tea or coffee-making routine in the kitchen and an informal chance for the chaplain to check on how the recruits felt their training was progressing. It left doors open for recruits to informally approach the chaplain to discuss any welfare or emotional problems they may be experiencing. (By spending a Monday afternoon with the recruits in August, G saw for herself how successful this initiative was.)

The promised away days did take place. While the recruits did not volunteer their views, when prompted, they acknowledged that outings to Portsmouth Historic Dockyard and the Museum of Army Flying had been interesting and enjoyable.

5. Change for the Better

On 5th July, G and C met the new OC Fox Troop due to take over shortly. He was joined by his Troop Sergeant. Both shared plans for Fox Troop and reported they had already introduced changes to encourage recruits.

A visit to Fox Troop lines found that old work projects by former recruits had been removed from display walls in favour of posters with a military theme. It was planned to post in the foyer photographs of successful recruits who had passed through Fox Troop, completed their Phase 1 training, and gone on to main training. A break out room with soft furnishing and IT where the recruits could go to relax had been set up. Recruits were now in uniform when not doing PT or exercise.

G and C were introduced to staff at the rehabilitation centre where Fox Alpha recruits attended for physiotherapy, and where Fox Bravo recruits, who had been referred due to poor fitness levels, followed an individual programme designed for them. There G and C met Rct A, who had been referred to Fox Bravo to build up her level of fitness. She had been following a supervised individual program and was pleased with the support she was receiving and her own progress. She confirmed she was receiving training in military subjects along with the Alpha recruits. She was cheerful, positive and knew why she was in Fox Bravo.

On 27th July 2017, following a brief on Fox Troop from the newly appointed Fox Troop Sergeant at the Regimental cross brief, the CO explained that changes were now well in place and that only those instructors he considered the most able were now attached to Fox Troop.

Signs of a change in regime were more apparent during a visit to Fox Troop on 31st July to speak to Rct C, and again to Rct A, who had returned following a short period with a regular squadron. Both recruits were talkative and confirmed they were kept well occupied. Both appreciated having use of the break out room. Rct A in particular seemed positive, happy and appreciative of the support she was receiving.

Most revealing of all were discussions following a combined presentation on life in Fox Troop given jointly by Alpha and Bravo recruits on 30th August, the day after their return from block leave. A full report of the presentation and discussions is available, but for the purposes of this study, of note was that the recruits drew a distinction between life in Fox Troop as it had been, and life in Fox Troop as it is now. Those recruits who had previous experience of Fox Troop pulled no punches in their criticism of long periods of inactivity when they were left unoccupied, on being left for weeks to complete a project which occupied



them for at most a day, of uninspiring civilian teaching staff, and, to them, the impression that military staff, about to move to a new posting or appointment, were placed in Fox Troop to fill time and did not much care for the recruits as individuals.

In complete contrast the recruits could not have been more complimentary about the current military staff, and the programmes set for them. The recruits appreciated the one to one meetings with staff and the efforts made to help them on an individual basis. They were particularly reassured by a system whereby when they were due to leave Fox Troop to move to a squadron, staff would find out what level recruits in that squadron were at and, where appropriate, provide additional training to ensure the recruit leaving Fox Troop could hit the ground running when he/she joined the new squadron.

Conclusion

Fox Bravo recruits are embedded in Fox Troop with Fox Alpha recruits. Presently this seems to be working well and provides a good environment for recruits facing challenges in certain areas.

Fox Troop operates as a cohesive unit in spite of diverse reasons for recruits being there, and varying levels of experience and ability. A system whereby the experienced recruits themselves instruct the less experienced in a military skill, such as map reading, operates well. The experienced recruits acknowledge the risk of skill fade and appreciate the opportunity to refresh their skill and knowledge. Recruits seem motivated to help each other.

If the purpose of Fox Bravo is to remove recruits who are challenged in a particular area from the squadron to which they were attached, place them in a less pressurised environment where they are provided with additional training in the required area, while in the meantime ensuring other military skills and standards are maintained, then Fox Bravo now more than fulfils its purpose.

It must be recognised that all Fox Bravo staff face the considerable challenge of instructing those recruits who are less able or adaptable, while at the same time ensuring recruits' morale is maintained. There will always be the risk of recruits and indeed staff in this situation becoming demoralised. Consequently, current staff are to be commended on effecting a dramatic change which has been marked by the recruits, on providing a high level of support to the individual recruit in Fox Bravo and on continuing to provide encouragement. All staff make considerable effort to ensure no Fox Bravo recruit is ever made to feel he/she will not be successful in due course.

Recommendations

The Study recommends no further change to the structure of Fox Bravo at present. Change has been recent and effective. Fox Troop as a whole is currently operating well and recruits are benefitting.

It is recommended that monitoring of Fox Troop by the IAP should continue. There is little logic in the panel monitoring training in 3 squadrons, while overlooking HQ Squadron and Fox Troop. A full and comprehensive study and report was completed in 2013/2014 into Fox Alpha, but from March 2016 it would seem Fox Troop as a whole fell under the radar of the IAP, and as a result, until the intervention of G following one visit and the subsequent positive steps taken by the CO, in some respects it seemed to be failing those recruits who most needed support.

By demonstrating a continuing interest in Fox Troop, the IAP could acknowledge and support the dynamic work currently being done by the staff, and help maintain the momentum. How continual supervision should be provided, if agreed, is a matter for the panel, although it is suggested that one member of the IAP be given responsibility for Fox Troop for an indefinite period. It is practical if the OC Fox Troop and other staff have the name of one person they can contact, rather than a roster of individuals.

It is recommended that the progress of Fox Bravo recruits be followed after they have left Fox Troop and their success acknowledged at their Pass Out parades. For instance, Rct N went on to win the Hollis Trophy, indicating perseverance and hard work by both Rct N and Fox Troop staff. Rct A left but had to return for a second time. While she seems not at all discouraged, on two occasions she has had to leave a group with which she has bonded and get to know a new set of colleagues.

While not featuring as a priority for the recruits themselves, it is recommended that for purposes of bonding and broadening of general knowledge, the days out to places of military interest continue if staff is available.

Whilst initial investigations into Fox Bravo unearthed a lack of direction on the part of Fox Troop Permanent Staff - coupled with an ability to exaggerate the care and supervision Bravo recruits were receiving – shortly afterwards the CO implemented a thorough restructuring of training staff. From that point forwards the recruits became motivated, happier and, it is anticipated, exponentially keener to continue their training and careers in the British army. New initiatives by the Permanent Staff are constantly being considered and, if merited, adopted for Fox Troop training and the recruits' well-being. To date, they continue to move from strength to strength.

Commanding Officer's LDO Response to IAP Fox Platoon Study

The review of Fox Platoon by the IAP was timely as it coincided with the restructuring of the platoon which I instigated; I felt that there was more that could be done to enhance the experience of those recruits in the Platoon.

Most notably the changes from a manning perspective have had the most significant impact; the best instructors in the regiment are now hand-picked by me to teach in the Platoon. These instructors are motivated, dedicated and professional. They have empathy and the ability to nurture those recruits in the platoon who by the nature of their injuries are more vulnerable than the average recruit. The enthusiasm of these excellent instructors has had a positive effect on the daily lives of those recruits in the platoon. Morale is much higher and the recruits are much more positive despite the position that they are in.

The study into the platoon has been well received and it is great that the IAP have noticed a significant change (for the better) since the restructuring. However, in the spirit of continual improvement we continue to develop the protocols and procedures to make the experience for the recruits as positive as possible.

My thanks go to the IAP team that conducted the study and I look forward to an on-going and strengthening relationship between the IAP and the Platoon in the future.

Commanding Officer's Response

It has been another busy and rewarding year for the Regiment; training the next generation of the British Army still remains our primary output.

Throughout 2017 we have continued to develop through our continuous improvement programme and through honest self-appraisal. The Ofsted inspection in September 2017 and the award of an Outstanding (the third since 2013) shows how successful we have been in ensuring the best possible experience for the recruits that train with us; I am extremely pleased, proud and humbled to be part of the team that has contributed to this success. It is worthy of note that such an accolade is not just about the day(s) of the inspection, but is more a reflection of the dedication of the team every day that they come to work. Our First Time Pass Rate and Overall Pass Rate also reflect the achievement of maintaining us as a high achieving and nurturing Regiment.

The closure of Sir John Moore Barracks by 2021 still remains on track although there has been little development in the plan. I expect that in 2018 we will see the plan develop at pace. In the meantime the poor state of elements of the camp infrastructure, in particular, some of the Recruit's accommodation blocks, remains high on my agenda. I continue to push the Chain of Command for more funding to improve them and I have been reassured that the Recruits will not suffer as a result of the plans to close the barracks; the support of the IAP in this matter is wholly appreciated.

I expect 2018 to be equally busy; the training programme is set and I am confident that the new recruiting campaign will be successful which will ensure full courses for the remainder of the year and beyond. On the Permanent Staff side I continue to stress the importance of work/life balance; I remain confident that getting the balance right makes them more effective leaders.

The role of the IAP during the Ofsted inspection and the remainder of the year has once again been outstanding. I have been hugely impressed by their dedication and honest appraisal of the Regiment; this only adds to the positive nature of how we do business. I thank you for your support.

Lieutenant Colonel NP Mackenzie LANCS

20 January 2018