

# Naval Service apprenticeships

## Employer

<b>Inspection dates</b>		9–13 March 2015
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

## Summary of key findings for learners

### This provider is good because:

- Naval Service chains of command and all members of staff involved in the apprenticeship programmes have high expectations of apprentices; these are reflected in good teaching, learning and assessment, and good outcomes
- instructors help the large majority of apprentices develop very high quality skills in engineering, communications technology and in the public services programmes, and also improve their confidence, team-working and communication skills
- apprentices benefit from good information, advice and guidance which help them understand the requirements of the apprenticeship and how completion will help them in their careers
- robust quality assurance processes based on a very good, and frequently updated, understanding of data are used by managers to check the effectiveness of every element of provision; the processes include internal audits of performance and feedback from employers identifying where training needs to be adjusted to reflect new equipment types or procedures
- apprentices, many of whom are undertaking physically and mentally demanding courses, are very well supported by instructional staff and divisional officers at each training establishment.

### This is not yet an outstanding provider because:

- too few instructors are fully trained at the start of their instructional duties; as a result, there is too much variability in the quality of teaching, learning and assessment in Royal Navy (RN) apprenticeships
- the majority of instructors and assessors fail to focus sufficiently on apprentices' progress towards the full range of programme outcomes during progress reviews; they do not adequately broaden apprentices' awareness of diversity, and targets in a minority of individual learning plans are insufficiently detailed
- although apprentices are encouraged to continue studying English and mathematics beyond the requirements of their framework, plans to further improve the support they receive from tutors have yet to be implemented.

## Full report

### What does the provider need to do to improve further?

- Leaders should ensure that greater numbers of instructors are fully trained at the start of their instructional duties so that the very effective coaching and mentoring team can focus more of its capacity on helping instructors to improve to become good or outstanding.
- Review every aspect of apprentices' progress more thoroughly during progress reviews. Work with apprentices to identify more detailed and comprehensive individualised learning targets, and during reviews check and reinforce apprentices' understanding of diversity.
- Rapidly implement existing plans to further improve apprentices' English and mathematics skills by ensuring that each apprentice has the opportunity to make maximum progress toward achieving a high grade GCSE.
- Share good practice to ensure that existing information and learning technologies, such as interactive whiteboards in classrooms, are uniformly well used and that facilities to enable the broader use of on-line learning are improved.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- The large majority of apprentices in all vocational areas make good progress and achieve their learning goals. Almost all apprentices who remain in the Service achieve their qualifications. The small numbers who do not complete their qualifications on time continue to be supported to achieve. There are no significant variations in the progress and achievement of different groups of apprentices.
- Instructors carefully identify apprentices' learning needs at the start of their programmes. In the public services programme for Royal Marine apprentices, staff identify individual starting points, including fitness levels, very carefully, and set detailed individualised improvement targets which are reviewed on a weekly basis; this helps the apprentices make extraordinary progress in rapidly improving their physical and mental resilience. However, for RN apprentices, the good initial assessments are not always used to inform sufficiently detailed targets in individual learning plans.
- Naval Service leaders have ensured that apprenticeship programmes fit seamlessly into the early career development of their personnel. Instructors skilfully reinforce and further develop apprentices' skills and knowledge. This includes the development of excellent attitudes to learning, good teamwork, improved communication skills and problem solving abilities. For example, engineering apprentices carrying out safety checks on helicopters peer assess each other's work. Instructors ensure that almost all apprentices achieve the English, mathematics and information and communication technology (ICT) qualification level required for their apprenticeship, and a minority of apprentices are supported to achieve at higher levels. Plans are in place to further improve apprentices' English and mathematics skills so that all can make the maximum possible progress toward achieving a high grade GCSE.
- Intermediate apprentices develop a very good understanding of how their apprenticeships, and further training and development, will help them make progress in their careers. On promotion, personnel have the opportunity to undertake advanced apprenticeships that support career progression. Plans to introduce higher apprenticeships alongside existing foundation degrees will provide further progression opportunities.

<b>The quality of teaching, learning and assessment</b>	Good
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- Teaching, learning and assessment are good. Apprentices make good progress, and on many programmes they achieve well beyond what is expected from them. They talk with confidence about the wide range of practical skills they have gained since joining the Service. They take pride in their work, persevere to complete tasks on time, and respond very positively to the high expectations staff have of them. As a result, outcomes for apprentices are good.
- Vocational instructors and assessors are highly experienced and well qualified. Most are skilled at motivating their apprentices and building their confidence. As a result, these apprentices make good progress, enjoy learning and feel safe, encouraged and respected. Apprentices learn the importance of safe working and of checking for compliance during practical sessions. On public services programmes, apprentices learn to carry heavy military equipment safely and develop effective strategies to avoid self- or group injury. On these programmes, instructors inspire apprentices and are particularly enthusiastic role models.
- In the substantial proportion of good or outstanding learning sessions, instructors plan a good range of stimulating and challenging activities. They make good use of high-quality training manuals and visual aids to support learning. Those who struggle with tasks receive effective support to help them complete work that meets standards and is on time. Instructors skilfully encourage team-working and peer support and this helps apprentices prepare effectively for the demands of dangerous situations. On engineering programmes, instructors provide a wealth of technical information and apprentices develop very useful problem-solving skills. In the small minority of less successful sessions, instructors talk too much and rely on Powerpoint presentations that do not inspire or help apprentices to learn. In these sessions, more able apprentices do not always benefit from sufficient extension activities to help them make better progress.
- Good and well-provisioned resources enhance learning, and apprentices use them well to improve knowledge and skills. Apprentices on public services programmes have access to a very wide range of up-to-date and well-maintained training facilities. On communications technology programmes, apprentices enjoy working with sonar and radar hardware of the same standard as that found on ships. Apprentices use good quality online functional skills packages to assess their skills and progress. On most programmes, instructors make good use of well-maintained interactive boards in classrooms to aid and extend learning. However, online access to learning materials for independent studies during sessions, or outside the classroom, is underdeveloped.
- Very good care and support help apprentices complete courses. Instructors provide additional support outside learning sessions, for example to help apprentices continue with their studies in education centres until late in the evening, and on board ships through support from managers, peers and visiting education officers. This helps apprentices to successfully re-engage with their training after time in the workplace. Instructors and assessors provide regular and constructive verbal and written feedback to help apprentices complete tasks on time, and guide them on what they need to do to improve.
- Initial, diagnostic assessment is comprehensive and accurately identifies apprentices' starting points and skills gaps. Assessment for apprentices is thorough, and progress is generally well monitored. However, target setting requires improvement on engineering, communications technology and functional skills programmes. Evaluation of learning tends to be superficial, with too little input from apprentices. Instructors do not involve apprentices sufficiently in setting and reviewing their own learning goals throughout their studies. As a result, apprentices do not always make the progress of which they are capable.
- Apprentices make good progress in achieving skills in English and mathematics in the first three weeks of their programmes. Functional skills instructors use their knowledge and vocational contexts well to support and inspire apprentices. For example, in a mathematics session, apprentices had much fun using their calculations for scale and proportion to produce model radars in small groups. Most instructors integrate mathematics well in their vocational lessons. Theory lessons in engineering effectively promote the practical application of mathematics, for example calculation of resistive and capacitance values. In a public services field-craft session,

apprentices made good use of complicated angles and measurements of distance to identify targets and how wind speeds affect accurate fire.

- Development of English skills during vocational learning sessions requires improvement. Errors in grammar and spelling are not always corrected. However, on public services programmes, apprentices develop very good language skills.
- Information, advice and guidance for apprentices are detailed and thorough. Pre-course information is comprehensive, ensuring that apprentices have a clear understanding of the level of commitment needed for their studies, career progression within the Navy and resettlement into civilian life. Progression by apprentices to higher levels of study and into employment is good and plans are in place to increase the advanced apprenticeship offer. Apprentices on public services programmes receive very good guidance to help them choose a career within, or outside, the Ministry of Defence.
- Staff promote equality and diversity effectively through teaching and learning activities. Apprentices have a good understanding of their own rights and responsibilities. They demonstrate good respect for each other and express their views freely. However, apprentices do not get sufficient opportunity during review meetings to revisit and enhance their understanding of the various equality and diversity themes that arise during induction programmes.

## Public services

### Apprenticeships

Outstanding

#### **Teaching, learning and assessment in public services are outstanding because:**

- a very high proportion of apprentices successfully complete their qualifications; in doing so, they develop exceptionally high standards of fitness and combat skills and develop very good personal and social skills
- all staff have very high expectations; they use their excellent skills and enthusiasm to ensure apprentices are highly motivated and make the maximum effort throughout their training, working effectively and efficiently with increased self-confidence
- learning is exceptionally well planned and organised; staff use their very good levels of knowledge and experience to ensure that most apprentices succeed at every stage of their programme, while those requiring rehabilitation following injury receive highly effective care, medical treatment and support
- initial assessment clearly identifies apprentices' learning needs and abilities; their progress is effectively reviewed each week and personal targets are used well to ensure each apprentice achieves challenging objectives
- instructors and mentors provide outstanding coaching and mentoring; highly skilled instructors and experienced mentors make sure apprentices have the confidence and ability to apply what they learn in the classroom to tactical exercises and battle drills, and their well-crafted advice ensures apprentices are able to do their best
- staff meet individual needs and interests of apprentices very well; they successfully develop their knowledge and skills which fully prepare them for the next stage in their training and deployment to operational units, and their levels of physical fitness and endurance are very high
- instructors' attention to health and safety is excellent; apprentices and instructors adopt the highest standards of security and safety and expert support is effective in helping apprentices to overcome problems which might otherwise hold them back or pose an unnecessary risk
- apprentices learn to manage risk very effectively; expert instruction in urban warfare teaches them to maximise the impact of their attack without compromising the safety of civilians or each other, and they all display very good personal initiative in training exercises

- instructors provide very good advice and guidance about career progression and promotion; apprentices are ambitious and aim high for further training and promotion
- resources to support learning are outstanding; staff make excellent use of a broad range of high quality resources, including a fully operational rehabilitation unit and realistic training areas
- assessment of apprentices' work and feedback on their performance are highly effective; instructors ensure apprentices fully understand what they need to do to improve their work and coach them to improve their performance to a high level
- staff track and monitor apprentices' progress very effectively to ensure that apprentices continually improve and be the best that they can be; many achieve personal fitness and mental resilience levels which they did not think were possible
- apprentices develop excellent mathematics and English skills; for example, mathematics is used accurately to identify targets and the trajectory of live fire, and command and leadership roles develop very good speaking and listening skills
- diversity and the importance of equality of opportunity are promoted effectively in classrooms and fieldwork sessions; staff and apprentices foster high standards of behaviour and moral values which include respect for all and concern for others' welfare.

## Engineering and manufacturing technologies

Good

### Apprenticeships

#### **Teaching, learning and assessment in engineering and manufacturing technologies are good because:**

- a high proportion of intermediate apprentices successfully complete their qualifications and make good progress in their careers as their knowledge, skills and competence develop; further development is supported by advanced apprenticeships
- apprentices benefit from being taught and assessed by highly experienced staff and gain high levels of vocational and broader employment-related skills, including significantly improved oral communication and problem solving abilities
- teaching and learning are good in both theory and practical sessions; instructors use technologies effectively to present technical aspects of engineering using graphics, animation and video to stimulate interest and enhance apprentices' understanding of engineering topics, as well as reinforcing the importance of safe working practices
- resources for teaching vocational skills are very good, and facilities and equipment are well maintained; these include good classrooms and workshops, and learning is enhanced through working on operational helicopters and on a ship that has been adapted for training purposes
- Instructors' feedback following assessment is detailed and provides clear developmental guidance; as a result, apprentices know what they do well and exactly what they need to do to improve
- apprentices are well supported to develop their mathematical skills across the engineering provision; for example, apprentices demonstrate confidence in numerical calculations with electrical voltages and mechanical wear tolerances
- initial advice and guidance are thorough, and instructors and assessors provide very effective support to apprentices; all apprentices are also assigned to a professional divisional officer who ensures they receive high quality welfare and pastoral support that is carefully tailored to meet their needs.

#### **Engineering and manufacturing technologies are not yet outstanding because:**

- in a minority of lessons, instructors talk too much and do not use enough directed questions to check individual and group progress towards meeting learning goals and objectives; as a result, apprentices get used to being told the answers rather than having to think for themselves

- although instructors and assessors undertake frequent progress reviews, these are too brief and limited in scope; insufficient attention is paid to ensure individuals make the maximum possible progress in improving their vocational and functional skills.

## Communications technology

Good

### Apprenticeships

#### Teaching, learning and assessment in communications technology are good because:

- instructors ensure that the large majority of apprentices develop good skills; they rapidly develop high level skills in using industry-standard equipment such as sonar and radar that can be linked to operational ships and submarines
- a comprehensive induction programme provided by a range of instructional and support staff prepares apprentices well for both job roles and vocational studies; as a result, apprentices feel well prepared, display very professional conduct during their learning sessions and understand clearly what is expected of them
- instructors make good use of information and learning technology in classroom sessions, and this helps apprentices to make good progress with their qualification; this is achieved through access to particularly useful online materials which allow apprentices to work at their own pace and test their knowledge and understanding as they complete the programme, as well as reinforcing the knowledge gained in theory lessons
- well qualified instructors have high expectations of apprentices and successfully extend their knowledge by setting challenging tasks; apprentices enjoy working independently and are enthusiastic about developing their vocational skills
- instructors support apprentices well in the classroom, setting tasks to match individuals' ability and understanding; for example, an apprentice was helped through advice to use a flow chart to improve their understanding of the processes involved in communications routing systems
- assessors use well-planned assessment to build on and extend apprentices' knowledge and skills; good written and verbal feedback guides apprentices on what they need to improve using skilful questioning in the classroom to further extend their knowledge and confirm their understanding
- assessors make good use of work completed in their functional skills sessions to ensure that apprentices do not have to duplicate work; for example, a task to write a letter of condolence set in functional skills after watching a film was successfully used as evidence for the word processing unit of communications technology.

#### Communications technology is not yet outstanding because:

- instructors need to use the progress review process more effectively to ensure that progress is measured against detailed learning targets to encourage apprentices to reflect on their progress in achieving vocational and wider goals including their broader understanding of diversity
- instructors pay insufficient attention to the development of apprentices' English and mathematical skills in vocational learning sessions.

## The effectiveness of leadership and management

Good

- Leaders ensure that the Naval Service apprenticeship programme is being continually developed and improved. Working in very close partnership with a subcontractor, Babcock Flagship Limited, the entire well-integrated apprenticeship management team has the highest expectations for apprentices. This is reflected in good outcomes for apprentices and the fact that the large majority benefit from good or better teaching, learning and assessment.

- Well-developed and effective quality improvement arrangements exist at every level of leadership and management to ensure that quality and performance are closely monitored. The processes include regular internal and external quality assurance audits that assess performance and identify areas for improvement against the *Common Inspection Framework*.
- Instructors are experienced in relevant vocational areas and the majority are well trained by the RN, using a Ministry of Defence endorsed course, to undertake instructional duties prior to, or shortly after, arrival in post. When instructors have to wait for training, their managers carefully risk assess their abilities through shadowing and observations; they also ensure close support is provided by a qualified mentor and that appropriate continued professional development opportunities are provided. While such mitigating action has proved largely effective for the majority of instructors, the capacity on instructor training courses requires improvement.
- Well trained staff on the coaching and mentoring teams undertake annual observations of instructors and tutors and provide accurate feedback identifying what they do well and where they need to improve. However, the observations do not yet all focus sufficiently on learning, the progress that apprentices make in learning sessions, and their development of English and mathematics skills in vocational learning sessions.
- Leaders and managers have a clear understanding of the strengths of the apprenticeship provision and the areas that need to be improved. An inclusive self-assessment process at training establishments feeds a clear summary report that outlines the context of apprenticeships within the Naval Service training system, evaluates its effectiveness and identifies strengths and most areas for improvement. Training establishment and overall self-assessment reports link effectively to quality improvement plans. These plans allocate responsibilities and target dates for improvement in 'action grids' that are reviewed frequently.
- Leaders ensure the apprenticeship programmes develop apprentices' skills to meet future operational demands on ships, at operational shore establishments, or in Royal Marines units. Senior staff are working to introduce higher apprenticeships alongside the existing foundation degrees, to support greater numbers to achieve higher level skills, knowledge and competence. Innovative work with the Department for Education has also secured agreement to create a University Technical College that will better develop young people for engineering and technical careers, including those in the Royal Navy.
- Effective feedback processes allow employing units to advise training units when changes need to be made to meet front-line equipment and training needs. For example, feedback from Type 45 engineering managers identified a need to improve engineering technicians' diagnosis and repair skills.
- Instructors ensure that apprentices gain a clear understanding of the importance and relevance of equality and diversity during week-long induction programmes. They make it very clear that inappropriate behaviour, including any bullying or discrimination, has no place within the Armed Forces. These are core Naval Service values, reinforced well during inductions to all stages of training, but not during progress reviews for the majority of apprentices. All apprentices, from whatever background or previous academic record, receive high levels of support towards success on their apprenticeship.
- Safeguarding arrangements are good because of the rigorous application of the commander's supervisory care directives at each training establishment. Managers apply these duty of care arrangements very effectively and apprentices feel safe and well supported throughout their programmes. Training unit staff work closely with the welfare and support teams that are coordinated by well trained and highly effective divisional officers at each training establishment. Apprentices who are on the most physically demanding programmes receive excellent rehabilitation and pastoral support to help them recover quickly and safely from injuries or strains. Instructors and staff who work with apprentices under 18 years of age are appropriately checked or supervised while awaiting the completion of checks. Apprentices who have additional or personal support needs are swiftly identified and well supported. Apprentices are well aware of the risks and benefits of internet usage.

## Record of Main Findings (RMF)

### Naval Service apprenticeships

Inspection grades are based on a provider's performance:  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	<b>2</b>	-	-	-	-	-	2	-	-
Outcomes for apprentices	<b>2</b>	-	-	-	-	-	2	-	-
The quality of teaching, learning and assessment	<b>2</b>	-	-	-	-	-	2	-	-
The effectiveness of leadership and management	<b>2</b>	-	-	-	-	-	2	-	-

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Public services</b>	<b>1</b>
<b>Engineering</b>	<b>2</b>
<b>Manufacturing technologies</b>	<b>2</b>
<b>Communications technology</b>	<b>2</b>



## Provider details

<b>Type of provider</b>	Employer							
<b>Age range of apprentices</b>	16+							
<b>Approximate number of all apprentices over the previous full contract year</b>	4094							
<b>Assistant Chief of the Naval Staff (Training)</b>	Rear Admiral Ben Key							
<b>Date of previous inspection</b>	February 2009							
<b>Website address</b>	www.royalnavy.mod.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of apprentices (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	-	-	-	-	-	-	-
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	448	1719	-	620	-	-		
<b>Number of traineeships</b>	16-19		19+		Total			
	-		-		-			
<b>Number of learners aged 14 - 16</b>								
<b>Full-time</b>	-							
<b>Part-time</b>	-							
<b>Number of community learners</b>	-							
<b>Number of employability learners</b>	-							
<b>Funding received from</b>	Skills Funding Agency (SFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Babcock Flagship Limited</li> </ul>							

## Contextual information

The Naval Service comprises the Royal Navy, the Royal Marines and the Royal Fleet Auxiliary. Recruits are drawn from a wide range of communities, with a focus on increasing the numbers of personnel with minority ethnic heritage. All RN ratings and RM other ranks have the opportunity to undertake apprenticeships at intermediate level, and an increasing proportion at advanced level, as a key part of their further training following promotion. Plans to introduce higher apprenticeships for some vocational areas are well-developed. The majority of each apprenticeship programme is completed within Naval Service or Defence training establishments, with assessment in the workplace, on ships, submarines or shore establishments, to support completion.

## Information about this inspection

**Lead inspector**

Mark Shackleton HMI

One of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Staff Officer Education and Apprenticeships as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on apprentices' achievements over the past three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of apprentices and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

[www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012](http://www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012)

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