

The Royal Naval Service

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on apprentices and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Health, public services and care
- Engineering and manufacturing technologies
- Information and communication technology
- Hospitality and catering

Description of the provider

1. The Royal Navy has delivered National Vocational Qualifications (NVQs) since Sept 1996. In 2006, the contract moved to the National Employment Service rather than with individual LSCs. LSC funding is less than 5% of the Royal Naval Service's (RNS) total training budget. Training in the RNS is the strategic responsibility of The Chief Of Staff Training. He is supported by the Assistant Chief of Staff Training and Deputy Assistant Chief of Staff Training and Education. Operationally the programme is overseen by a staff officer.
2. All ratings and marines have apprenticeship training. Currently a total of 2,135 apprentices are on apprenticeship programmes, with 704 apprentices in public services, 1,092 apprentices in engineering, 103 apprentices in information and communication technology (ICT) and 159 apprentices in hospitality and catering. Provision in business administration and warehousing and distribution and providing aircraft operations on the ground, was not inspected. The programmes provide civilian accreditation and prepare personnel to progress to higher level qualifications.
3. Training takes place at seven sites in England and continues with assessment aboard ships and in shore establishments. Each training establishment is autonomous and is responsible for the delivery and management of its training. The traditional Divisional system manages apprentices' welfare.
4. The RNS training partner, VT Flagship Training Ltd (VTFTL), delivers training and assessment on most apprenticeships. In-training NTP (NTP) collates the learner success information. The NTP project manager produces management information for monthly monitoring meetings.
5. The Royal Navy and Royal Marines accept recruits from all over the United Kingdom and commonwealth countries. All applicants complete a recruiting process through the Armed Forces Careers Offices. This includes tests for selection to careers and trades appropriate to the individual. The apprenticeship is delivered during initial training, commonly called phase 1 and 2 training. They will all have completed at least nine weeks at phase one.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Good: Grade 2

Sector subject areas

Health, public services and care	Good: Grade 2
Engineering and manufacturing technologies	Outstanding: Grade 1
Information and communication technology	Satisfactory: Grade 3
Hospitality and catering	Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

6. The overall effectiveness of the RNS is good. Achievement and standards are good and most apprentices now make very good progress towards achieving standards well above those expected for the apprenticeship programmes. Apprentices are given good opportunities to gain workplace skills, civilian qualifications and very good communication and interpersonal skills.
7. The quality of the provision is good. Overall, teaching, coaching, instruction and learning are good. The range of activities and programmes are good and meet the needs of both apprentices and the operations of the RNS. Guidance and support are good throughout the programmes, with particularly good support for all apprentices from the very strong Divisional system.
8. Leadership and management and equality and diversity and its promotion are good. The strategic impact of providing this training to ratings is vital to the infrastructure of the RNS. Strategic managers provide clear direction for continuous improvement; operational managers improve staff and apprentices' performance as well as developing learning and providing excellent resources.

Capacity to improve

Good: Grade 2

9. Capacity to improve is good. Since taking over the provision from the individual LSC contracts, RNS has effectively consolidated and managed the areas for improvement across the training establishments. It has repositioned itself to take a strategic role in managing the provision.
10. The effectiveness of steps taken to promote improvements is good. The quality improvement plan is the primary vehicle to effectively bring about improvements. An overall improvement plan provides a strategic view and local plans in each training establishment ensure local details are managed very effectively. Staff at all levels demonstrate their enthusiasm and commitment to continuously improving training and apprentices' achievements. The quality improvement process effectively identifies and remedies areas for improvement. Learners' achievements have improved significantly since the previous inspection in 2005. A variety of successful central strategies has reduced the backlog of apprentices who have exceeded their planned time on the programme.
11. The response by management to any areas needing improvement is rapid and effective. For example, additional inter-active whiteboards for the training areas in catering were ordered immediately when their benefits to apprentices was recommended. Similarly, the problem with the temporary accreditation of awards to apprentices in public services, which was delaying the formal recognition of

their achievements, was speedily finalised when the RNS effectively and forcefully approached the awarding body.

12. The thoroughness and accuracy of the self-assessment process is satisfactory and grades awarded at inspection closely match those in the self-assessment report. However, insufficient focus is given to learning in the overall self-assessment. It is more a briefing document rather than an analysis of performance. The seven establishments' self-assessment reports are similarly descriptive, but do identify, through the quality improvement plans, the issues identified during the inspection.

Key strengths

- Outstanding provision in engineering
- Very good development of good quality vocational skills
- Outstanding resources
- Particularly good pastoral and welfare support through the Divisional system
- Very well managed training programmes
- Good personal development for staff and apprentices
- Good actions to improve the quality of the provision

Key areas for improvement

- Some poor timely success rates
- Insufficient focus on learning in the observations of teaching and learning
- Insufficient sharing of good practice between establishments and sector subject areas
- Insufficiently evaluative and judgemental self-assessment reports

Main findings

Achievement and standards

Good: Grade 2

13. Achievement and standards are good. Overall success rates are good and improving as identified in the self-assessment report. The proportion of apprentices completing their programme within the planned period is improving. Key skills' achievements are good on all programmes. Although overall and timely success rates are improving across a number of programmes, some areas are still poor. Overall success rates in public services indicate that the 10% of apprentices from minority ethnic groups are progressing as well as other apprentices.
14. The development of personal and social skills is particularly good. All apprentices develop and enhance their interpersonal and communication skills and develop good self-esteem and self-confidence, as identified in the self-assessment report. Apprentices improve personal skills especially the ability to manage time effectively and delegate work to other team members.
15. The development of vocational skills is particularly good. This is a significant strength in the programmes. Apprentices make particularly good progress completing many programmes in half the time it takes in other training providers. Apprentices on placements and in the realistic working environments take responsibility for working to very high standards. The Marines are especially aware they must master skills to use on the front line in a war zone; similarly, engineers have responsibility to ensure their machinery, including ships and planes, are in first class operating order. NVO portfolios and evidence provided are generally to a good standard and demonstrate learners' improvement.

Quality of provision

Good: Grade 2

16. The quality of provision is good. Teaching training and learning are good. The self-assessment report identified this. Overall, training resources are outstanding. The realistic working environments meet the training needs for most programmes. These areas provide a very high standard of operational equipment and reflect the scale and atmosphere of the operational environment. Much of the theory training for marine engineers is carried out on state of the art electronic learning materials.
17. Initial assessments are thorough, detailed and effective in identifying specific learning needs and learning styles. Good support is available for apprentices with literacy, numeracy or language needs. Key skills is used to ensure all apprentices are able to manage the mathematical, language, communications and ICT expected of them.
18. Teachers, tutors and instructors use a wide range of methods to stimulate, engage and maintain the enthusiasm of apprentices. Tutors and instructors work with small groups of apprentices and effectively use their preferred learning

styles. All programmes have very detailed syllabuses, schemes of work and lesson plans. Assessments take place at a time when apprentices have had a good opportunity to practise skills and demonstrate competence.

19. The extent to which programmes and activities meet the needs and interests of apprentices and the RNS is good. The training ensures all apprentices achieve not only their apprenticeship but also have the skills and understanding to work in an operational environment aboard ship, submarine, in a war zone or a Naval Air Station. All apprentices have timetabled structured physical training throughout the week. Recreation and leisure time facilities are particularly good and these are available for most apprentices to access at any time.
20. The management of pastoral care for apprentices is very good. Good supervisory care directives provide strong guidance on welfare. The highly structured and traditional Divisional system effectively manages the welfare of apprentices. It provides a supportive, friendly environment for potentially vulnerable apprentices, some of whom come with minimal qualifications or challenging personal circumstances. A good range of additional support is also available including the chaplain, the naval personnel family service, female focus officer, confidential help lines, medical team and the community psychiatric nurse. All establishments have a carers' forum, which is a regular discussion group for all staff responsible for staff or apprentices thought to be at risk. The RNS successfully works towards the identified outcomes from Every Child Matters. For example, considerable emphasis is put on being healthy.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

21. Leadership and management are good. The strategic planning process covers all aspects of the RNS's work and includes national skills strategies and the services' operational training needs. The plan clearly states the performance targets for apprenticeship training. Apprentices benefit from well managed and structured programmes which provide good training. The RNS makes effective use of funding to provide a very high standard of resources in the training environment.
22. Career development arrangements for staff and apprentices are good. They have annual appraisals and personal development plans. The RNS encourages staff to look beyond their current job role and participate in training. Generous training grants allow all personnel to gain additional qualifications. Many former apprentices have reached positions of responsibility.
23. Effective steps have been taken to improve the quality of provision. The internal and external quality assurance teams regulate the training programmes. Regulatory procedures are defined in the MoD's Defence Systems Approach to Training (DSAT) which is used to assure the quality of provision. The results are used effectively to help identify and rectify potential problems. The DSAT process

focuses on content but it does not include judgements or evaluation of learning. Military staff, as part of internal validation teams, regularly observe sessions to ensure compliance to the syllabuses. The effective use of feedback improves the quality of provision. Apprentices complete a post-module feedback questionnaire and participate in course discussions at six-monthly intervals. All training establishments effectively implement their quality improvement plans.

24. Recent initiatives have been successful in resolving the backlog of apprentices who have exceeded their planned time on the programme. Very effective arrangements include providing additional assessors, enhancing the status of NVQs and apprenticeship frameworks and introducing generous incentive schemes. These have encouraged establishments and ships to enable apprentices to complete their programmes. This has significantly reduced the number of late completers, particularly in engineering. Overall, the numbers have decreased from 700 apprentices to below 100.
25. The overall self-assessment report is a good briefing document but does not give an evaluative and critically analytical overview of the performance of the provision. The quality improvement plan is a more useful and focused document which clearly identifies topics and issues affecting the quality of provision and areas for improvement.
26. The procedures for safeguarding meet the current government requirements. The RNS completes Criminal Records Bureau (CRB) checks for staff. However, checks for some military staff who have moved into a training or welfare role have been slow. The Ministry of Defence (MoD) is phasing in CRB checks for staff in supervisory or training roles.
27. Equality of opportunity is good. The equality and diversity strategy is comprehensive and fully meets all statutory requirements. The RNS has clear policies that are core to the culture of the entire organisation. The effective implementation and communication ensures these are well understood by staff and apprentices. Staff take very seriously the promotion of equality and diversity and dealing with bullying and harassment. Staff and apprentices fully understand the complaints and grievances procedures. Well-maintained complaint logs in training establishments and aboard ships meet the MoD standard for monitoring purposes. A wide variety of equality and diversity training materials are available including DVDs, pamphlets and video tapes. These effectively reinforce understanding throughout training.
28. The RNS has trained many staff as equality and diversity advisers. They provide a confidential and impartial service to deal with any complaints or concerns by all personnel. All staff complete equality and diversity training. Apprentices receive an effective induction at the start of phase one training then, nine weeks later, receive a higher level induction as they start phase two. Staff and apprentices have a clear understanding of equality and diversity issues. However, in some sector subject areas, equality and diversity are not sufficiently addressed in progress reviews.

29. Data are used effectively to monitor retention and achievement rates by gender, minority ethnic groups and age groups. Analysis of the fitness requirements for Royal Marines and their success rates is used to promote healthy eating and controlled diets for apprentices. Engineering has an effective, well-planned and well-resourced programme to promote and encourage increased participation by women. The RNS supports the Women into Engineering initiative and engineering taster days. Residential weekends on engineering for female students are organised and there is good involvement in the engineering and science challenge initiative. Good multi-faith provision is available to meet the needs of a wide variety of religious beliefs. For example, learner chefs learn how to cater for the various needs of diverse groups.

What apprentices like:

- 'Getting civilian qualifications is important to me'
- 'Life in the navy is brilliant, we are well looked after and get to learn a career'
- 'In phase two, training is much more relaxed'
- 'Instructors are great, they give you time and help'
- 'I now know how I learn, at school they did not help me'
- 'I have the confidence to do my job aboard ship, I have been able to practise in a safe training environment'
- 'Doing key skills helped me to do the training, without fear of failure'
- 'Training in the Navy is first class'
- 'Raleigh was a life changing experience, I am more mature now'
- 'I just want to get out there and do it for real'

What apprentices think could improve:

- 'In phase two we are given a guide to different duties, but they are not sufficiently explained'
- 'Food in the galley – is often a poor quality and poor choice especially at weekends'
- 'Some of the training is not relevant and is a waste of our time'
- 'I know we need to repeat some things but not all the time'
- 'Key skills stuff was too simple – I did a mathematics A level'

Sector subject areas

Public Services – Care

Good: Grade 2

Context

30. The Royal Navy is responsible for the common core medical training undertaken by all three services at Keogh Barracks in Aldershot. The programme began in January 2008. Apprenticeship training lasts 20 weeks and follows on immediately from phase one training. During the first 12 weeks, apprentices complete key skills and the technical certificate. Weeks 13 to 18 are work placements in hospitals or service medical centres. During the six-week placement, apprentices receive up to four visits from assessors. The apprentices return to training for the last two weeks to complete examinations and finalise portfolios. Twenty military staff and 16 civilians are responsible for the medical training. At the end of their training, apprentices become military medical assistants within their respective Service and, in some cases, become the first line in dealing with medical emergencies. NTP delivers the key skills and assesses the NVQ. Currently, there are 187 apprentices. Of these, 40% are female, 20% are under eighteen and 10% are from minority ethnic groups. The Army comprises the biggest single trainee group at 66%.

Strengths

- Good and improving apprenticeship success rates
- Good achievement of additional qualifications
- Very good resources support learning
- Good initial assessment very effectively supports learning
- Innovative assessment management tool and e-portfolio
- Good systems in place to improve the quality of provision

Areas for improvement

- Some poor communication with apprentices
- Insufficient judgements in self-assessment report

Achievement and standards

31. Achievement and standards are good. Overall success rates are good and improving. From January to August 2008, timely success rates were 82%. From September until inspection, overall success rates have risen to 90%. The pass rate for key skills at level 1 is 100%. Additionally, 55% achieve communication at level 2 and 52% achieve application of number at level 2. All apprentices are encouraged to complete the key skills at level two rather than the required level one because this will help their promotion prospects in the future.

32. All apprentices achieve additional qualifications such as the First Aid at Work qualification. They also complete practical first aid assessments on the battlefield

and multi-vehicle crash site. Apprentices' practical work is of a very high standard, well above that required for the NVO. The work in portfolios is also of a high standard. These strengths were not identified in the self-assessment report.

Quality of provision

33. Overall, quality of provision is good. Teaching and learning are good. Staff are occupationally competent and qualified to at least the Defence train the trainer level. The particularly well planned lessons make good use of very good resources. Power point presentations include video clips and lessons use a range of learning activities including practical work. Apprentices have good access to computers and the internet during and after lessons. Apprentices undertake life saving procedures on a simulated computer controlled body. They are videoed while undertaking the procedures and are able to watch their performance as part of the learning programme. Other resources include a realistic battlefield environment and vehicle crash site, as well as the traditional equipment used in the classroom. Visual aids include skeletons, tourniquets and various bandages. Classrooms are uninspiring with few learning resources displayed and, in some instances, poorly heated.
34. Good initial assessment very effectively supports learning. Apprentices complete a diagnostic assessment during week one of their training. This assessment determines the starting point for key skills and additional learning needs. It also identifies learning styles. Much of the training is delivered to small groups of apprentices in practical and workshop style sessions. This enables tutors to focus teaching to meet the individual needs and learning styles of the apprentices in the class.
35. Apprentices' portfolios are good. Staff and apprentices use the innovative e-portfolio and assessment management tool to effectively plan and manage assessments and to collate evidence. The e-portfolio contains every assignment and assessment that the learner needs to complete. Assessors upload assessment plans at the appropriate times and set target dates. Colour coding effectively identifies submission and completion dates. Completed assignments and assessment reports are available for the apprentices and their assessors to view. When the work is complete, it is signed off ready for verification. Effective progress reviews take place every four weeks. The self-assessment recognised the effectiveness of the e-portfolio and the regularity of reviews.
36. The programme meets the needs of the apprentices and the armed services. The apprenticeship provides a civilian qualification, which is an important benefit to apprentices who leave the military. Apprentices have physical training as part of their timetable but have poor access to these facilities outside the programmed day.
37. The Divisional system provides good welfare support. Regular team meetings deal with developing academic and personal issues. Vulnerable apprentices receive

appropriate support. Apprentices on placement receive visits from staff to ensure support is available as required.

Leadership and management

38. Leadership and management are good. Very good systems are in place to improve the quality of provision. The officer commanding and the training manager meet weekly to discuss the apprentices' progress. Apprentices who are falling behind have additional support provided. Apprentices' views about their training are collected and reasonable suggestions implemented. For example, one group complained that week two of the revised course was too intensive. This was changed in time for the following group. The quality improvement process identifies issues early and involves all staff and apprentices. Minor changes resulting from suggestions made are continuously implemented and then evaluated. Both peers and the military internal validation staff observe lessons. Instructors receive effective feedback about their teaching and peers enjoy the opportunity for sharing practice. However, there is too much focus on teaching and compliance with lesson objectives rather than learning. Reporting forms have too little space for recording suggestions for improving practice.
39. The understanding of equality and diversity issues by staff and apprentices is good. The presentations apprentices receive at the start of phase two training, build on previous training. All service personnel must complete annual equality and diversity training.
40. Although communications between staff are good, some apprentices are not fully informed of what is expected of them. For example, the establishment operates under Army regulations. Apprentices from the RAF and Royal Navy find understanding the different structures takes some time and can find themselves in the wrong place with the wrong kit. Some apprentices have inappropriate expectations of the course and do not initially understand, for example, the relevance of working with the elderly during placements.
41. The overall self-assessment report is insufficiently judgemental and too descriptive. The local self-assessment is more effective. The local quality improvement plan is more judgemental and is an active document that is continually checked and updated. The local self-assessment report does not fully identify many strengths and areas for improvement.

Public Services

Good: Grade 2

Context

42. Marines at the Commando Training Centre Royal Marines (CTCRM), naval ratings at HMS Raleigh and the Maritime Warfare School (MWS) are on an apprenticeship in public services. The programme has been running at CTCRM for five years and for two years at HMS Raleigh and MWS. On completion of the programme many of the Marines will go directly into operations in Afghanistan and Iraq; the Naval ratings undertake a wide range of roles including meteorologists, hydrographers or weapons specialists. Currently, there is a total of 517 apprentices with 276 apprentices at CTCRM, 72 at HMS Raleigh and 169 at MWS. Military and civilian teaching and instruction staff deliver training. Assessment takes place throughout the training programme. Training varies in length according to the trade or branch for the recruit but is around 20 weeks.

Strengths

- High success rates at CTCRM
- Good achievement of additional skills and qualifications
- Good training, coaching and learning
- Good promotion of equality and diversity
- Very strong quality improvement arrangements at CTCRM

Areas for improvement

- Poor timely success rates at HMS Raleigh
- Inadequate involvement of apprentices in the collation of evidence for the NVO
- Incomplete arrangements for the observation of teaching and learning
- Insufficient sharing of good practice across the public services programme

Achievement and standards

43. Overall success rates at CTCRM are high and improving. In 2007/08, the overall success rate was 84%, a 9% increase on 2006/07. Overall success rates at HMS Raleigh and MWS are satisfactory at 71% and 83%. Timely success rates at CTCRM and MWS are satisfactory at 68% and 65% but inadequate at HMS Raleigh at 19%. Too many of these apprentices deploy to operations before they complete their programme. Key skills achievement rates in improving own learning and working with others at CTCRM are also high.

44. Apprentices achieve a good range of additional skills and qualifications that assist in their career development. Apprentices grow in self-confidence, mature quickly and learn to manage themselves and their time during training. As their practical skills develop, apprentices' confidence and social skills improve. Apprentices make an important and effective contribution to the communities around their bases. They work with local schoolchildren and develop leadership skills. Expeditions and community projects form part of the work they do. Tutors integrate these

activities well into learning programmes to aid the development of learners' interpersonal and key skills.

Quality of provision

45. Overall, quality of provision is good. Teaching and learning are good. Tutors plan learning sessions very well with clear outcomes and a variety of activities to meet apprentices' needs. Activities in most lessons are engaging and stimulating. Apprentices develop a good range of practical skills and theoretical understanding. Coaching at CTCRM is particularly supportive and helps individuals who need more time to grasp some concepts. Tutors review apprentices' progress effectively throughout training. Targets are set and monitored and apprentices given good feedback.
46. Assessment planning is satisfactory. At CTCRM, well-planned assessment takes place at relevant and appropriate opportunities during training. At MWS and HMS Raleigh, assessment meets awarding body requirements. In all cases, apprentices have sufficient time to practise skills before assessment and know what they have to achieve.
47. Apprentices' involvement in the collation of evidence for the NVQ at MWS and HMS Raleigh is inadequate. Although meeting awarding body requirements, apprentices do not carry out the process of identifying how evidence meets NVQ requirements. Staff collate the evidence from assessments and tests carried out as part of general naval training. This is the only evidence for the NVQ portfolio. Apprentices do not complete a portfolio themselves. They do not develop the cross-referencing and recognition of evidence skills normally associated in putting together a portfolio of evidence. Some of these assessments are done by military staff who do not hold assessor qualifications.
48. Programmes meet the needs and interests of the apprentices and the RNS. Apprentices appreciate the apprenticeship as an investment in them and recognise its value as a qualification to help them progress in the service. Apprentices on some specialist branch training, for example, hydrographers and meteorologists, were less aware of the programme and its benefits.
49. Guidance and support is satisfactory. A range of largely military and some civilian staff provide effective support at CTCRM. At HMS Raleigh and MWS, the well-proven Divisional system provides immediate military support.

Leadership and management

50. Leadership and management are good. Arrangements for managing quality improvement at CTCRM are particularly good. Good use is made of the quality improvement plan to report and monitor actions. A quality improvement forum oversees the completion of action points. Areas for improvement, identified at the previous inspection, have been managed well through this process. The current local self-assessment report is judgement rich and accurate. Self-assessments at

HMS Raleigh and MWS are satisfactory. The reports identify strengths and areas for improvement but these are not always specific to the programme. The reports are overly descriptive and lack evaluation. Not all staff have a good understanding of the key strengths and areas for improvement. Some areas for improvement in the self-assessment report do not appear in the quality improvement plans. The quality improvement plans are used effectively. Many of the areas for improvement identified in this inspection were identified in the CTCRM's self-assessment report.

51. Promotion of equality and diversity is good. Induction effectively introduces apprentices to their responsibilities regarding bullying and harassment, health and safety and their duty of care to others. An appropriate range of qualified equality and diversity advisors are available. Most apprentices have a good understanding of equality and diversity issues. NVO reviews routinely cover equality and diversity although some do not record sufficient evidence of discussions.
52. Programme management at HMS Raleigh and MWS is satisfactory. However, the training programme does not sufficiently account for some of the different trade and branch training of apprentices. All apprentices have the same end date regardless of the expectations of their trade training. This is always the minimum period they are attending the training establishment. Two different apprenticeship programme specifications are used for the programmes, the one used at CTCRM is detailed and clear the other is not.
53. The process for observation of teaching, training and learning is satisfactory. The RNS has good arrangements for the monitoring of the delivery and compliance of all their training, however, the focus is entirely on compliance and does not include learning. No observations take place for staff working in key skills, literacy and numeracy and with apprentices with learning difficulties. Observations are available from partner organisations including local colleges but these are not used. Assessment observation and internal verification is thorough and exceeds awarding body requirements. Assessors receive good, clear feedback including advice on how to improve their practice.
54. Much good practice exists across the training establishments but it is not shared. The impact on high success rates of partnership working, effective curriculum planning and the delivery of wider key skills at CTCRM is not shared with the other training establishments.

Engineering and manufacturing technologies

Outstanding: Grade 1

Context

55. Engineering apprenticeship training consists of a period of shore-based training followed by a training posting to an active ship at sea or a naval air station. The shore-based training is located in HMS Sultan for marine and aeronautical apprentices and in HMS Collingwood for weapons engineering apprentices. The shore-based training lasts between 18 to 22 weeks depending upon the specialism. Some assessments are completed during the training phase, but most are completed in the workplace. Apprentices should complete within two years. Currently, there are 430 marine engineering apprentices, 363 aeronautical apprentices and 299 weapons engineering apprentices.

Strengths

- Highly motivated and enthusiastic apprentices
- Outstanding development of workplace skills
- Outstanding resources supporting training and learning
- Good support for apprentices
- Highly effective actions to improve overall and timely success rates

Areas for improvement

- Insufficiently frequent progress reviews during the shore-based training.

Achievement and standards

56. Achievement and standards are good. Overall and timely success rates have been low for the past three years. However, data for the current year shows a good improvement in overall success rates for all three areas to 88% and 100% in aeronautical engineering. Currently, nearly all apprentices are completing within their planned time.

57. Apprentices are highly motivated and enthusiastic. They develop good background knowledge and practical maintenance skills. In lessons, they are responsive and are willing to answer questions. Apprentices are sufficiently confident to question teachers closely when they do not understand topics. Apprentices develop good levels of confidence and esteem in their potential job roles and in the skills relevant for their future employment.

Quality of provision

58. Overall, quality of provision is outstanding. Teaching and learning are outstanding. Very highly competent instructors develop apprentices' workplace skills to a high level in the shore-based training establishments. This training is directly related to specific warship, aeronautical and weapons systems. The

resources to support learning are outstanding as noted in the self-assessment report. During the shore-based phase of the training, apprentices have access to equipment typical of that found on warships and on aircraft. Marine and weapons engineering apprentices complete practical tasks and work on the training ship, HMS Bristol, in Portsmouth harbour. Aeronautical apprentices complete practical work on helicopters and aircraft located on HMS Sultan. During their postings to operational ships and naval air stations, apprentices work on the latest, high technology, military equipment. These postings enable apprentices to develop practical knowledge of operational systems and allow for the completion of the task book and NVQ competencies. Apprentices demonstrate a level of competence beyond that normally found at this level.

59. Much of the theory training for the marine engineers at HMS Sultan uses electronic learning materials. Very good quality presentations with additional materials are directly related to warship systems and provide a stimulating environment for apprentices. The materials are available to apprentices from early morning to mid-evening during the week. They use computer workstations located around the establishment and at weekends. Apprentices value the easy accessibility of the training materials, particularly for revision for examinations.
60. The development of theoretical knowledge for aeronautical engineering and weapons engineering uses more conventional teaching and learning methods. Teachers and instructors make highly effective use of a range of techniques to engage and challenge apprentices. Questioning and focused discussion together with good quality learning materials are particularly effective. Teachers make good use of their detailed and expert knowledge and tell the apprentices' about their future job roles and expectations to illustrate key points. The development of electronic learning resources will increase the apprentices' access to these materials.
61. Key skills are well organised. Nearly all apprentices complete the necessary key skills apprenticeship requirements relating to communication, application of number and ICT during the shore-based phase of their training. Apprentices at HMS Collingwood benefit further by completing the three key skills at a level higher than their apprenticeship requirement.
62. Assessment and monitoring of progress are very good. The careful management of practical assessments during shore-based training ensure complete assessment of apprenticeship competencies. Assessments are well planned and structured to build apprentices' confidence towards the final technical certificate assessments. Qualified assessors based onboard ship or on naval air stations plan NVQ assessments well. Assessment and verification practices meet the required standards of the awarding body. However, apprentices' progress reviews during the shore-based training phase do not take place within the required 12-week timescale.
63. The careful design of the apprenticeship programmes ensures they meet expected operational requirements. This was identified in the self-assessment

report. There is a good balance of engineering, naval and personal development aspects, with significant importance put on staying healthy and keeping fit. Structured physical training sessions are part of the weekly training timetable. The NVQ is closely aligned to the Royal Navy competency and skills tests that apprentices have to complete to advance in the service.

64. Pastoral support for apprentices is good as noted in the self-assessment report. The Divisional system provides very good welfare and pastoral support. Particular emphasis is placed on providing appropriate management and support for apprentices aged 16 to 18. Provision of support is through a good mix of senior ratings, officers and other personnel including chaplains and auxiliary civilian support workers. Apprentices identified with learning difficulties, including those affecting literacy and numeracy, are supported very well by the wide variety of specialist facilities.

Leadership and management

65. Leadership and management are good. The well-managed training programmes have a clear focus on developing competent apprentices with the necessary high levels of workplace skills. Good quality training is a clear expectation and VTFTL and RNS's staff work very effectively together to achieve this. Very effective actions have addressed the historical under-achievement of apprenticeship frameworks. Appropriate actions include incentives for apprentices and the recruitment of additional workplace and shore-based assessors with a more active targeting of current apprentices in the workplace. The outstanding resources supporting learning motivate the apprentices. Staff resources are good. Staff are highly qualified and most have recent operational experience that significantly enhances the quality of the training.
66. Equality and diversity are good as noted in the self-assessment report. The RNS actively promotes recruitment to under-represented groups, particularly females. It participates in several initiatives including Women into Engineering, residential weeks on the training warship in Portsmouth harbour and school taster events.
67. The self-assessment process is satisfactory. Procedures to collect relevant information through course reviews and learners' questionnaires are effective. Information is used well in the self-assessment and quality improvement plans to identify and manage areas for improvement. The sharing of these plans with staff is less effective. Inspectors agreed with the identified strengths and areas for improvement.

Information and communication technology

Satisfactory: Grade 3

Context

68. The Communications Information Specialist (CIS) branch operates within the Maritime Warfare School (MWS) based in HMS Collingwood. The communications school is a separate unit within the MWS delivering training to all levels of the communications branch. The CIS branch undertakes the ICT for users framework with an ICT NVQ as the main driver of the award. This NVQ is completed on equipment fitted at the phase 2 establishment and the learner completes a consolidation programme during their initial months onboard their sea unit or communications station. The communications technicians undertake a communications technology practitioners award. These groups of learners are unique and the MWS only delivers two courses a year. Currently, there are 94 ICT for users apprentices and nine communications technicians.

Strengths

- High success rates in key skills
- Good development of apprentices' personal and learning skills
- Good resources to support training and learning
- Good support for apprentices through the Divisional system

Areas for improvement

- Low timely success rates for apprentices
- Insufficient collection of evidence in the workplace to complete the NVQ
- Insufficient judgements in the self-assessment report

Achievement and standards

69. Overall, achievement and standards are satisfactory. Success rates in key skills are high. During the last three months prior to inspection, success rates were 91% for level 2 and 100% for level 1. All apprentices also work towards level 2, which is higher than the level required for the apprenticeship. Apprentices also work towards additional qualifications, for example, units of the European Computer Driving Licence.

70. Apprentices are particularly well motivated and develop very good inter-personal and learning skills. They are confident, assertive and work particularly well in teams. Developing and establishing team skills in the close confines of the realistic working environment prepares apprentices well for their operational duties at sea. All recognise early in their training the importance of what they do in the running of a ship at sea.

71. Apprentices work is to a high standard. Portfolios show a sufficient and wide range of evidence that demonstrates their ability to work at levels over and above

those expected for the qualification. The portfolios introduced in 2008 are much improved and show evidence of constructive comments that are effective in helping apprentices improve the standard of their work. Apprentices work safely and are encouraged to develop a healthy lifestyle through healthy eating and physical exercise that is part of the weekly timetable.

72. Timely success rates in 2007/8 were 13% with many apprentices not completing the NVQ in the workplace. This was identified in the self-assessment report. Recent effective action introducing training for supervisors and additional assessors on ships has improved assessments and reduced the number of NVQs not completed. It is too early to judge the effectiveness of the new programme during its first year but the indications are encouraging with 100% overall success rates and timely success rates of 53% and 100% for the first two programmes.

Quality of provision

73. Overall, the quality of provision is satisfactory. Teaching and learning are satisfactory and have improved significantly during this academic year. Resources are good. Classrooms are spacious and well laid out with posters and other relevant teaching and learning information displayed. Classrooms are equipped with a good range of appropriate equipment including workstations and information learning technology. A recently completed, very good, realistic working environment provides apprentices an opportunity to work and complete NVQ practical activities in an environment that closely replicates the workplace aboard a ship. This environment ensures that apprentices are prepared to work effectively and immediately in their operational role. Prior to the introduction of this facility, many apprentices were failing to complete their frameworks, as staff aboard ship were not supporting the collection of evidence.

74. Apprentices are motivated well by staff who provide engaging and stimulating sessions. Tutors, teachers and assessors are well qualified. All have teaching certificates and assessor qualifications. Many are qualified internal verifiers. All tutors are required to complete the Defence train the trainer course to deliver the programme to the military requirements. However, lesson plans are generally not used and there is a strong instructional focus in theory lessons.

75. Initial assessment is satisfactory and includes an appropriate equality and diversity briefing that builds upon other equality and diversity training completed in phase one. At the start of phase two training, all apprentices complete an induction with qualified staff who identify additional learning needs and ensure that appropriate support is put in place. Divisional staff are aware of the development needs of the apprentices and integrate welfare, academic and pastoral support with the training.

76. Programmes meet the needs of the apprentices and the RNS. The training equips apprentices well for their operational duties at sea. It also prepares the apprentices to understand what is expected of them when they undertake further advanced training and qualifications.

77. Support for apprentices is good. The Divisional system is a key support mechanism. It is well practised and understood throughout the Navy and provides good continuity to all apprentices. Apprentices under 18 years of age are subject to a rigorous and effective supportive regime. Clear direction by the commandant of each establishment gives guidance to staff and apprentices on how they should work together.

Leadership and management

78. Leadership and management are satisfactory. This was identified in the self-assessment. Operational management is effective and has a clear focus on improving the provision. Staff make effective use of data to monitor apprentices' progress. The staff appraisal process is comprehensive. Staff are well qualified and experienced and can access a good range of development opportunities. Communications are effective, both informally and formally.

79. Strategic planning of the programmes takes account of the requirements in the Fleet. Apprenticeship training has changed to meet the expectations of the operational environment and is preparing apprentices for the new ships due to join the Fleet.

80. Inspection findings generally agree with the local self-assessment report. It is overly descriptive and focuses on policy but not on the impact of that policy. The quality improvement plan is comprehensive and used very effectively as a working document to identify and manage areas for improvement.

81. The process of observing teaching and learning is satisfactory. The standard MoD approach to monitoring training is used but the system focuses on the content and delivery of lessons and does not identify the effectiveness of learning. Some of the observations of assessments lack rigour and constructive feedback. Internal verification is satisfactory.

82. The promotion of equality and diversity is satisfactory. Apprentices have an appropriate and sound understanding of equality and diversity. They understand how to handle inappropriate behaviour and the formal processes to resolve issues where required.

Hospitality and catering

Good: Grade 2

Context

83. The Royal Navy Catering Services Squadron provides apprenticeships in hospitality and catering and is based at HMS Raleigh. On completion of phase one training, learners progress to phase two. This is a concentrated period of professional training which includes the apprenticeship programme. Apprentices study either catering services preparation for chefs or catering services delivery for stewards. The chefs' programme is 26 weeks and the stewards' programme is 13 weeks. All training and assessment takes place at HMS Raleigh. Apprentices also gain additional hospitality industry qualifications. Currently, there are 97 chefs and 62 stewards on apprenticeships. Of these, 47 are female and most are over 19.

Strengths

- Good overall success rates
- Good skills development
- Very good support for apprentices
- Good local management of learning

Areas for improvement

- Underdeveloped use of initial assessment to plan learning
- Insufficient judgements on the quality of the programmes in the self-assessment report

Achievement and standards

84. Achievement and standards are good. Overall success rates are good at 98% in 2007/08. Overall success rates for chefs are good at 89%, and for stewards are excellent at 99%. Current apprentices are making good progress. Timely success rates are also good. Key skills achievement is good. Apprentices achieve communications and application of number at level 1 as part of the apprenticeship framework but they also gain ICT at level 1. During 2007/08, 47% of apprentices achieved communications at level 2 which is above the apprenticeship requirement.

85. Apprentices develop good practical skills, knowledge and understanding. Most have no previous experience of the hospitality industry but acquire skills quickly. As practical skills develop, apprentices' confidence and social skills improve and this supports progress in the service. Apprentices have been successful in national catering exhibitions. Apprentices also achieve level 2 qualifications in food safety and health and safety.

Quality of provision

86. Overall, quality of provision is good. Teaching and learning is good. Tutors plan learning sessions well to meet the needs of the Service, apprentices and NVO. They teach skills well and ensure apprentices have good opportunities to learn and develop skills. Instructors are well qualified and enliven lessons with good examples of their experiences. Tutors integrate well the teaching of key skills with other training and relate it to the areas of study. This is helpful in reinforcing understanding of the work. Chef apprentices also complete a period of accountancy training, which helps to improve numeracy skills. A good range of extension activities provides links to further education colleges and local restaurants. Apprentices are involved in exhibition and competition work which improves skills. Both chefs and stewards supported the Trafalgar Night dinner at the British Embassy in Washington.
87. Apprentices structure their portfolios well to meet the requirements of the awarding body. Apprentices have a good understanding of how to record and cross-reference evidence. Assessment is satisfactory and meets awarding body requirements.
88. Apprentices are closely and effectively monitored through the high level of contact with instructors. The monitoring quickly identifies any underperformance and additional support is provided. Records are maintained centrally and within apprentices' portfolios. Good monitoring of apprentices' progress focuses on achievement of qualifications. The reviews do not always record the progress made towards the NVO. Insufficient attention is paid to health and safety and equality and diversity during reviews. However, apprentices demonstrate a good understanding of equality and diversity.
89. Overall, resources are satisfactory. Apprentices have good access to e-learning facilities during and outside taught sessions. Learning resources used are clear, well produced and provide good information of how processes and procedures are undertaken in the Royal Navy. Apprentices benefit from a good range of current textbooks. Resources within practical areas are satisfactory and suited to the purpose of training. Resources have recently improved for stewards with the construction of a variety of wardrooms representing working conditions aboard ship. However, there is insufficient practical application of information and learning technology in the practical areas.
90. Instructors are fully aware of the abilities of apprentices but the planning of learning does not fully incorporate differing abilities and learning styles. All apprentices undergo initial assessment exercises at the start of initial training and at the start of phase 2. Whilst the results of these are disseminated amongst appropriate staff, there is no indication of how they are used to develop teaching and learning strategies to meet the differing needs and abilities.
91. Apprenticeship programmes meet the needs of the apprentices and the RNS. On completion of training, all apprentices are able to immediately start work aboard

ships, submarines or Royal Navy Air Stations. For many chefs and stewards gaining the apprenticeship, this is their first significant qualification and it prepares them well for further training in the Service. Advanced level programmes are available at later stages in apprentices' careers. Apprentices can attend evening classes to develop skills in cake decorating and sugar craft.

92. Support for apprentices is good and very effective. At the start of the apprenticeship, each apprentice has a designated instructor and key skills instructor. Both effectively support apprentices during formal lessons and outside the classroom. Communication between learning support tutors and instructors is good. A good range of support mechanisms is well known and used by apprentices. All apprentices are very well looked after through the Royal Navy's strong pastoral and welfare process, the Divisional system.

Leadership and management

93. Leadership and management are good. Local management of learning is good. There is good communication between all involved. Roles and responsibilities are clear and understood. Quality improvement and assurance procedures are effective and ensure all training is to the required standards. Programmes are regularly audited by Service staff. Observations of teaching and learning are undertaken annually as part of the process. Most instructors achieve the Defence train the trainer award before undertaking their posting at HMS Raleigh. For some, this process starts before joining but all instructors are effectively mentored during their induction.
94. Equality and diversity is promoted well at the start of initial training and at the start of phase 2. Apprentices are very aware of the expectations upon them when they wear their uniform. All are aware of how to use the formal complaints system and have a good understanding of how they expect to be treated by others. However, equality and diversity is not tackled in progress reviews. Data on apprentices' progress is monitored by age, ethnicity and gender. All apprentices progress at a similar rate.
95. The quality improvement plan is used very effectively as an improvement tool to develop and monitor the provision. The local self-assessment report provides a good overview of the provision. However, evaluative judgements on the quality of the programmes are weak and do not justify the grades awarded. There are some clear judgements on the quality of leadership and management that inspectors agree with. The quality improvement plan is effectively used and provides a good tool to monitor the improvement of the programme.

Annex

Apprentices' achievements

Success rates on work-based learning apprenticeship programmes managed by the provider/college 2005 to 2008

Programme	End Year	Success rate	No. of learners *	Provider NVQ rate **	National NVQ rate**	Provider framework rate**	National framework rate**
Apprentices	05/06	overall	2996	24.5	55.1	26.7	48.6
		timely	1520	18.9	28.9	19.5	31.2
	06/07	overall	1707	49	63.7	49.1	59
		timely	1785	28.8	41.5	42.3	42.5
	07/08	Overall	2000	79.8	67.5	78.8	63
		timely	2060	78.9	47.8	63.9	48.1

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Provider and national qualification success rates are calculated using LSC published data derived from the Individual Learning Record (ILR)

When available and validated by the LSC