

Recruit Trainee Survey

Annual report: November 2005 to October 2006



March 2007

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Distribution

ACTION:

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INFORMATION:

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LAND
STRIKE

Executive Summary

1. All trainees in Phase 1 or Phase 2 training in each Service are invited to participate in the survey by completing an anonymous questionnaire. This report summarises survey results for the period November 2005 - October 2006, and is based on 24,482 returned questionnaires.
2. Findings are largely positive as most trainees expressed satisfaction with their treatment and training experience. Furthermore, the vast majority did not report experiencing poor or unfair treatment. Nevertheless, a notable minority (7% of respondents) did feel they have been unfairly or badly treated.
3. Respondents expressed a high opinion of the Phase 1 & 2 training they received – a resounding majority (89%) felt they had benefited from it and similarly high proportions felt challenged by their courses, and agreed that they had a gained sense of personal achievement from training.
4. Over three quarters of trainees (77%) hoped to make a career in their Service; 11% were undecided. Correspondingly, levels of advocacy were also high, with almost nine in ten trainees claiming that they would ‘definitely’ or ‘probably’ recommend joining their Service to a friend or relative.
5. Over eight in ten trainees (80% from Phase 1 and 84% from Phase 2) agreed that they feel prepared to go on to the next stage of their career training, while 5% disagreed.
6. Though most respondents reported positive training experiences, some did have qualms over aspects such as the quality, quantity and range of food on offer, and the recreational facilities available to them.
7. Most trainees (85%) felt they were treated correctly by staff ‘always’ or ‘most of the time’.
8. Just over seven in ten trainees (71%) agreed that they had received regular feedback on their performance while just over one in ten (11%) disagreed. Additionally, the vast majority of both Phase 1 and Phase 2 trainees said that there was a member of staff easily available to talk during off duty hours.
9. Of those respondents who had concerns during training, four fifths felt they were able to raise those concerns with a person in authority. However, a fifth felt that such opportunities were not open to them.
10. Moreover, messages about the complaints procedure are clearly not getting through to all trainees – some 13% were uncertain about how to use it.
11. Furthermore, confidence in the complaints procedure is far from universal. Although over four-fifths of respondents believed that if they made a complaint it would be dealt with effectively, some 16% thought otherwise, while only 69% of trainees agreed that any complaint that they made would be dealt with in a fair manner.

12. Trainees complained 14% of the time when they experienced poor or unfair treatment, hence 86% of the time they did not complain. The most common reason given by trainees for not complaining was that they thought that it would have caused problems on the course (cited by 29%).
13. Over half (55%) of Phase 1 trainees¹ who made a complaint about their treatment thought that it had been dealt with fairly, while 45% said this wasn't the case. Responses from Phase 2 trainees were, however, more positive as 66% of them felt that their complaint had been dealt with fairly while 34% said that it had not been.
14. Of all trainees surveyed, some 7% felt they had been mistreated. These respondents were asked to provide more detail on the type of mistreatment they experienced:
 - a. Thirty two percent of those who felt that they had been badly or unfairly treated said that they had been intimidated (which equates to 2.2% of all trainees).
 - b. Around a third of trainees (34%) who felt that they had been badly or unfairly treated stated that they had been made fun of and humiliated (which amounts to 2.3% of all trainees).
 - c. A third of those (33%) who felt that they had been badly or unfairly treated stated that they had been verbally abused (2.3% of all trainees).
 - d. Just over a fifth (22%) of those who stated that they had been badly or unfairly treated felt that they had been picked on continually (1.5% of all trainees).
 - e. Four percent of those who felt that they had been badly or unfairly treated stated that they had been sexually harassed (which equates to 0.3% of all trainees). There were no statistically significant differences between male and female trainees.
 - f. Seven percent of those who felt that they had been badly or unfairly treated stated that they had been racially harassed (which equates to 0.5% of all trainees). The cited incidences were significantly lower among white trainees (0.26%) than among non-white trainees (2.5%).
 - g. Twelve percent of those who felt that they had been badly or unfairly treated stated that they had always been given the worst jobs to do (0.8% of all trainees).
 - h. Eighteen percent of those who felt that they had been badly or unfairly treated stated that they had been treated differently to others (which equates to 1.2% of all trainees).

¹ All trainees relates to all trainees who completed a questionnaire

15. The most common reason cited by trainees for their perceived mistreatment was because of where they come from. The next most commonly mentioned cause for mistreatment was because of the respondent's social background/class.
16. Nearly half (49%) of non-white trainees who felt that had been mistreated said it was because of their race, colour or ethnic origin, compared to 3% of white trainees. And 21% of female trainees who had been mistreated believed it was due to their sex, compared to 3% of male trainees.
17. During the course of the year the Services use the survey results to monitor the views of recruits as they pass through the training unit to instigate changes to processes and procedures if required and generally to inform continuous improvement activity.

Background

18. The Recruit Training Survey (RTS) was established following an appraisal of initial training (Phase 1 and 2 training) by the Directorate of Operational Capability (DOC) in 2002. The aims of the survey are to:
- Elicit attitudes towards the quality and benefits of training provided.
 - Identify any incidences of unfair treatment, i.e. discrimination, harassment and bullying.
17. The survey was trialled by the Army during November 03 – May 04. It has been used operationally by the Army since May 2004. The survey was introduced operationally by the Royal Navy (RN) and Royal Air Force (RAF) in November 2004. The survey was subject to the MOD ethical scrutiny process.
18. This is the annual report of this study for the MOD. This report covers RTS results for 48 of the 59 Phase 1 and 2 Army, Navy, RAF and Defence training schools. Performance is reported by Service only and not for individual schools; it is also split out by Phase 1 and Phase 2. By analysing all responses over this period we provide an overview of the data, focusing on key findings, and in so doing complement and build on the monthly school-specific and aggregated reports.

IPSOS MORI QUALITY

19. Ipsos `MORI`'s reputation for excellence stems from our insistence on quality at every stage of a research project. We will not accept interference from clients who wish to bias results in any way. We are happy to confirm that at no stage in this project has the MOD or any other body attempted to impose leading questions, or seek anything other than a genuine representation of the views of the trainees.

INTERPRETATION OF THE DATA

20. Where percentages do not sum to 100%, this may be due to computer rounding, the exclusion of 'don't know' categories, or multiple responses (i.e. where respondents were able to tick more than one answer to a question).

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November 2006

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Survey Methodology

21. All trainees in Phase 1 or Phase 2 courses are invited to participate in the survey by completing an anonymous and confidential paper-based or online questionnaire². Each school is responsible for all questionnaire printing and distribution to trainees, as well as return to an independent agency³ on a monthly basis for data analysis and reporting.
22. The questionnaire is a Tri-Service form. It includes all the key questions raised by the DOC Audit and was developed by a Tri-Service group, chaired by DGTE. On commission, Ipsos MORI made a few minor adjustments to the format and design of the questionnaire.
23. There has subsequently been a process of continuous improvement in the questioning and reporting procedures. To this end, regular workshops have been conducted to gain regular feedback from trainees, survey administrators and the end users of reports. The most recent of these took place in May 2006 at Defence Academy, Shrivenham.
24. In addition, a pilot exercise was conducted by Ipsos MORI in conjunction with Directorate of Army Personnel Strategy (DAPS Science) in March 2005 in order to test and evaluate the questionnaire in terms of content, length and language. This exercise was conducted in four locations: ITC Catterick, HMS Raleigh, SEAE Arborfield and RAF Halton. A total of twenty Phase 1 and Phase 2 respondents were interviewed, five in each location. A similar exercise was also conducted in August 2005. Following these, one full revision was made to the questionnaire itself for the 2005/06 version of the survey. A copy of the current questionnaire is appended to this report, and in the Annex we have highlighted key question areas that have been subject to revision. Since this trial and improvement phase, the questionnaire was adjusted and improved to fit with the MOD's specific requirements.
25. Over the twelve-month survey period, responses were obtained from 24,482 respondents. A breakdown of responses by school is shown in Table 1. This number will be greater than the number of recruits to the Service because individuals are given the opportunity complete the questionnaire every time they leave a course, including once in Phase 1 and at least once in Phase 2.

REPORTING

26. Each school received a report every month provided it had returned at least 25 questionnaires for the month in question. Otherwise, the school received a report less frequently and only once 25 questionnaires were received. For smaller schools, the minimum number of questionnaires required for a report was ten. These thresholds were set in order to ensure anonymity of the individual respondents. Over the Year, 296 monthly schools reports were produced. Ipsos MORI also produced aggregated monthly reports for the project Occupational Psychologist and quarterly reports for the Agencies for the Service Training Headquarters.

² For further information on the online methodology adopted by some establishments see Annex 3.

³ Ipsos Market & Opinion Research International (IPSOS MORI) Ltd is a UK based research organisation. See www.ipsos- Ipsos MORI.com.

27. A copy of each Monthly Schools Report is also sent to the relevant training agency in each of the Services and an aggregated report is sent to the project Occupational Psychologist.

28. A Quarterly Report is sent to the Service Training Headquarters responsible for ensuring that their policies are properly executed by the schools and that appropriate standards are being met. A six monthly report is sent to the RTS Tri-Service Steering Group and to the next level within the Service chains of command. This enables them to monitor that all proper procedures are being observed and that appropriate standards, as reflected by the trainees' responses, are being met.

	Total responses	% of total questionnaires returned per phase
Phase 1 Army Schools		
ATR Bassingbourn	1,226	9.0
ATR Lichfield	1,121	8.2
ATR Winchester	1,475	10.8
ATR Pirbright	2,876	21.1
AFC Harrogate	1,072	7.9
ITC Catterick	2,441	17.9
Total Phase 1 Army Schools	10,211	75.1
Phase 1 Navy Schools		
HMS Raleigh	2,049	15.1
CTCRM Lympstone	574	4.2
RMSM Portsmouth (Phase 1)	33	0.2
Total Phase 1 Navy Schools	2,656	19.5
Phase 1 RAF Schools		
RAF Halton (Phase 1)	559	4.1
RAF Honington	174	1.3
Total Phase 1 RAF Schools	733	5.4
Total Phase 1	13,600	
Phase 2 Army Schools		
Armour Centre Bovington	408	3.7
RSA Larkhill	589	5.4
1 RSME Chatham	985	9.1
3 RSME Minley	1,256	11.5
RSS Blandford/11 Sigt Regt	516	4.7
SAAvn Middle Wallop	68	0.6
25 Training Support Regt Deepcut	653	6.0
25 Training Support Regt St Omer	463	4.3
DLSS Deepcut	155	1.4
DLSS Marchwood	54	0.5
DLSS West Moors	51	0.5
AS of A Kineton	32	0.3
DSPA Worthy Down	120	1.1
SEAE Arborfield	271	2.5
SEME Bordon	317	2.9
DST Leconfield	1,768	16.2
ITC Catterick CDC	209	1.9

Total Army Schools Phase 2	7,913	72.7
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	Total responses	% of total questionnaires returned per phase
Phase 2 Navy Schools		
HMS Raleigh (Submarine Sch)	122	1.1
DM Logistics School HMS Raleigh	257	2.4
HMS Sultan	600	5.5
HMS Collingwood	468	4.3
RMSM Portsmouth (Phase 2)	68	0.6
MWS HMTG	12	0.1
RNAS Culdrose	143	1.3
Total Navy Schools Phase 2	1,670	15.3
Phase 2 RAF Schools		
RAF Halton (DCL)	462	4.2
RAF Brize Norton	44	0.4
RAF Boulmer	23	0.2
DCAE Cosford	286	2.6
SEC TS Southwick Park	14	0.1
MOD FSCTE Manston	22	0.2
RAF St Athan	74	0.7
RAF Shawbury	30	0.3
Total RAF Schools Phase 2	955	8.8
Defence Schools Phase 2		
DMSTC Keogh Bks	157	1.4
RCDM Gosport	66	0.6
RCDM Birmingham	8	0.1
DISC Chicksands	72	0.7
DDS (The Defence Dental Service)	39	0.4
Total Defence Schools Phase 2	342	3.1
Total Phase 2 Schools	10,882	
Total Phase 1 and Phase 2	24,482	

Source: Ipsos MORI

Figure 1 – Breakdown of questionnaires returned by school

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29. RTS response rates appear⁴ to be high across most schools. They are estimated as follows:

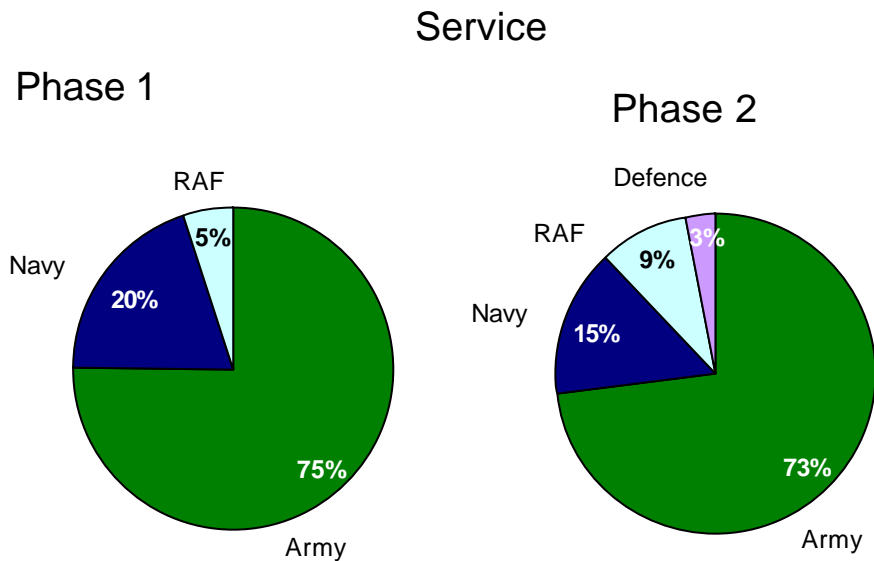
- | | |
|----------------------------------|-----|
| ▪ Army Phase 1 & Phase 2 Schools | 80% |
| ▪ Navy Phase 1 & Phase 2 Schools | 72% |
| ▪ RAF Phase 1 & Phase 2 Schools | 85% |

⁴ These figures are estimates only, based on information on the number of recruits that may not be wholly precise.

Respondent Profiles

SERVICE INFORMATION

30. As illustrated below, the majority of RTS Phase 1 respondents (75%) belong to the Army, while 20% belong to the Navy and less than 10% to the RAF. These proportions are broadly similar across Phase 2 schools.



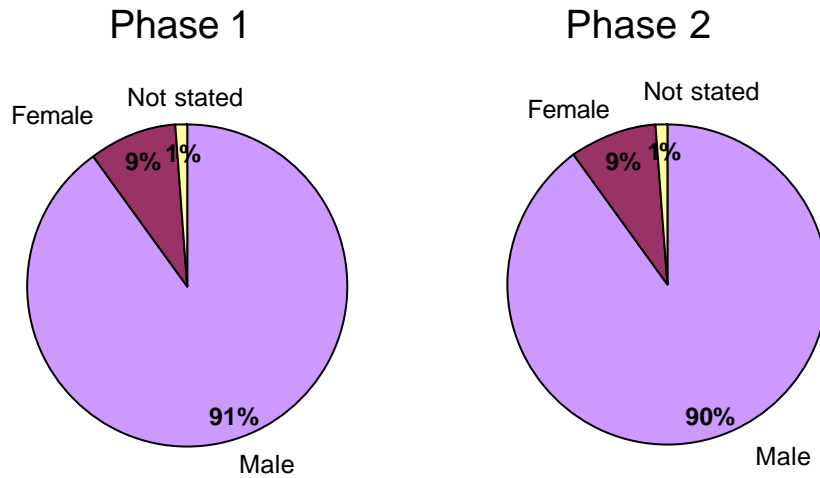
Number of respondents Phase 1: Army (10,211), Navy (2,656) , RAF (733)

Number of respondents Phase 2: Army (7,915), Navy (1,670) , RAF (955), Defence Schools (342)

Figure 2

31. As illustrated in figure 2, the vast majority of the respondents were male (91%) while 9% were female.

Gender

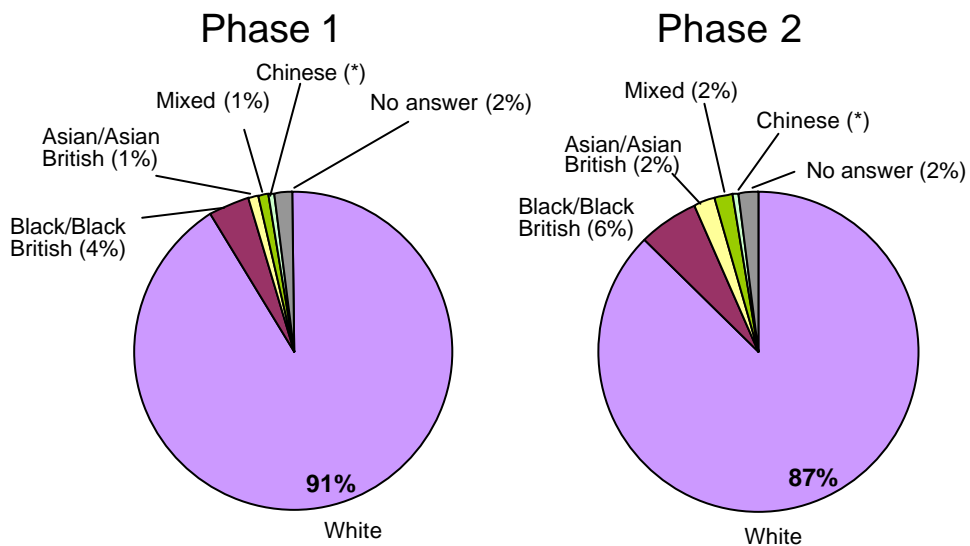


Number of respondents: Phase 1 (13,600), Phase 2 (10,882)

Figure 3

32. White respondents accounted for 89% of the total, non-white respondents for less than 10%.

Ethnicity

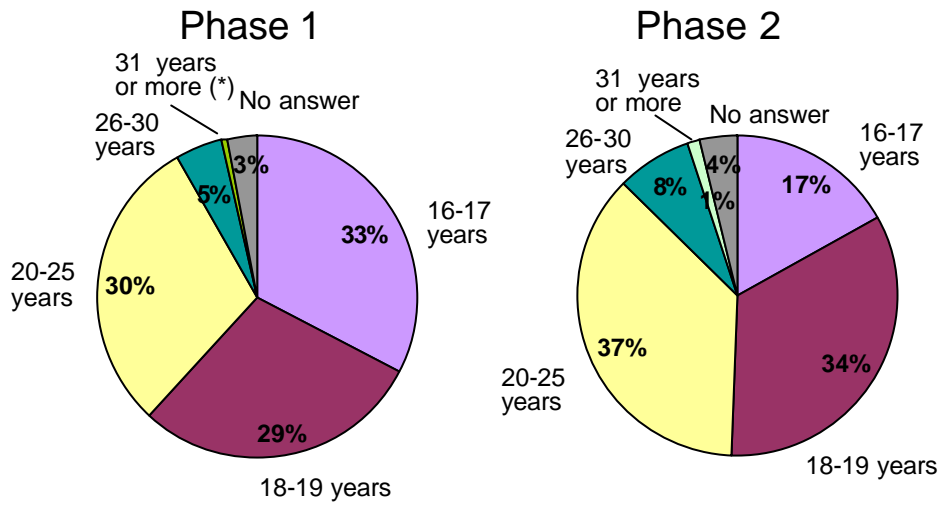


Number of respondents: Phase 1 (13,600), Phase 2 (10,882)

Figure 4

33. The majority of trainees are aged under 20 years (62% of Phase 1 and 51% of Phase 2).

Age



Number of respondents: Phase 1 (13,600), Phase 2 (10,882)

Figure 5

34. For further demographic information on the trainees who participated in the RTS please see Annex 1.

Detailed Findings

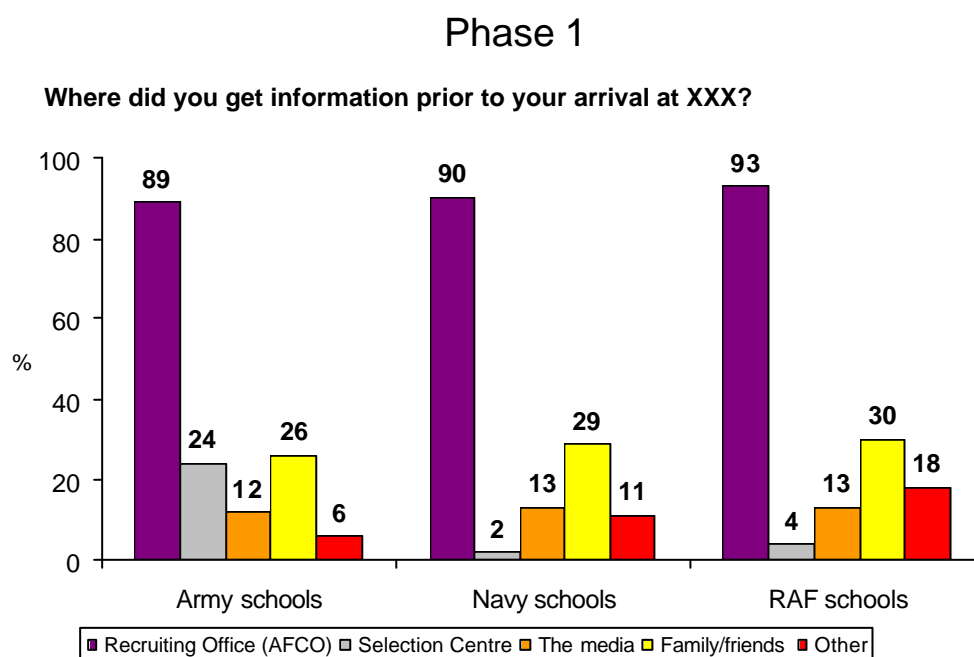
35. The results of all the survey questions, presented by Service and by Phase of training, are detailed below. Statistically significant differences⁵ between sub groups (such as type of school, gender, age of trainee and ethnicity) are highlighted.

PRE-TRAINING EXPERIENCES OF THE SERVICES

INFORMATION ABOUT THE COURSE PRIOR TO JOINING

36. A number of questions within this version of the RTS survey relate to how recruits' expectations and actual experiences match.

37. The Armed Forces Careers Office (AFCO) was the main source of information for all Phase 1 trainees prior to their arrival at a training unit; almost nine in ten (89%) cited it as such. Just over a quarter of recruits mentioned friends and family here, so they are also an important source of information. Army recruits also obtained information from their Selection Centre (mentioned by 24%).



Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 6

38. Around three quarters of respondents in the Army (74%) and RAF (75%) believed that the information given to them prior to their arrival had enabled

⁵ Results are statistically significant if they are unlikely to have occurred by chance

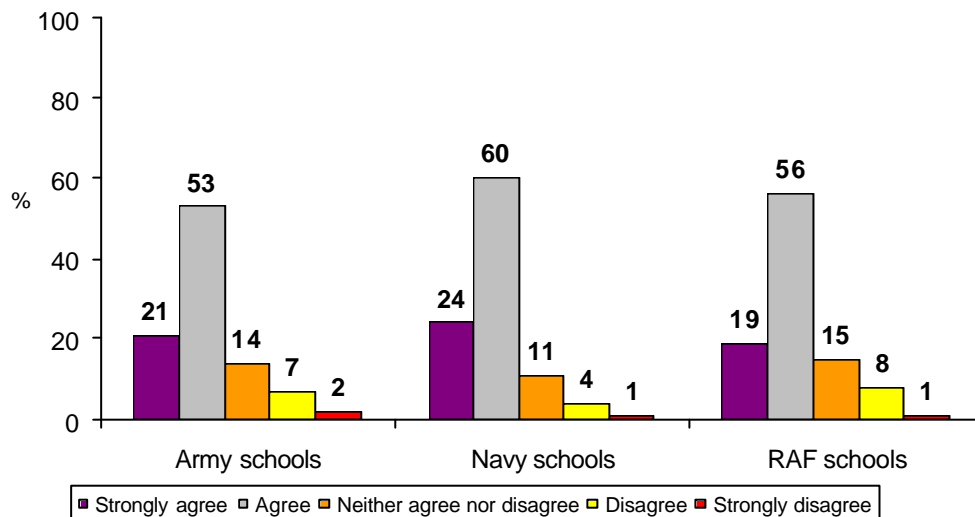
them to prepare for physical demands of the courses they were on. Results were better for the Navy (84%).

39. This finding is largely consistent across all subgroups within the three Services, with two exceptions: non-white Army respondents were more likely to say that the information provided had helped them prepare for the physical side of the course than the average for the Army as a whole (81% agree, compared to the Army average of 73%), while conversely, the 16-17 age group of Army recruits were least likely to say this (69% agreed).

Phase 1

The information I was given prior to arrival at XXX ...

Enabled me to prepare myself well enough for the physical demands of the course



Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

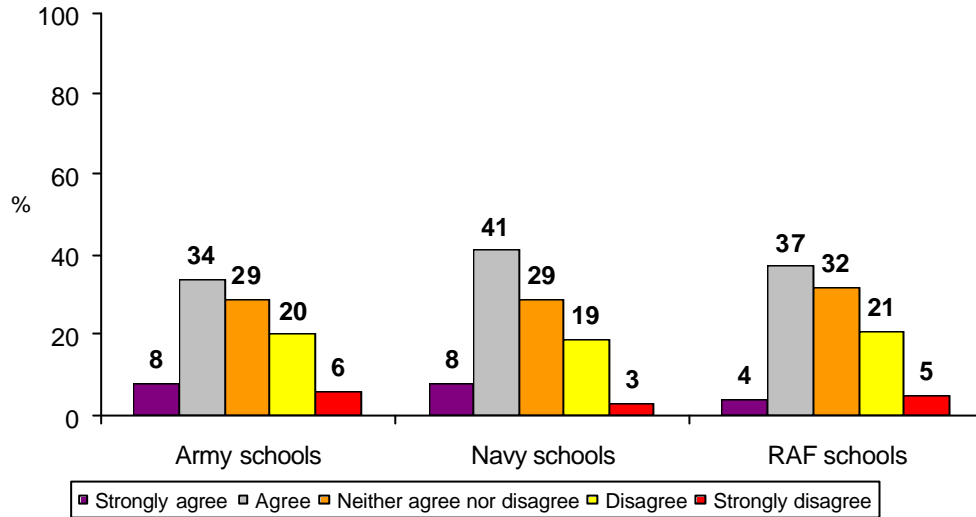
Figure 7

40. Over two-thirds of Phase 1 trainees (44%) thought that the information provided to them gave an accurate picture of what life would be like at their School. A smaller proportion (around a quarter of recruits in all three Services) did not regard the information as accurate (26% Army, 22% Navy, 26% RAF)
41. Again, the information provided to Navy recruits appears to have been viewed as more accurate than that received by their Army and RAF counterparts. Younger trainees - especially those under the age of 19 - were less likely than older respondents to have felt the information gave them an accurate picture of life at their training establishment.

Phase 1

The information I was given prior to arrival at XXX ...

Gave me an accurate picture of what life would be like at XXX



Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

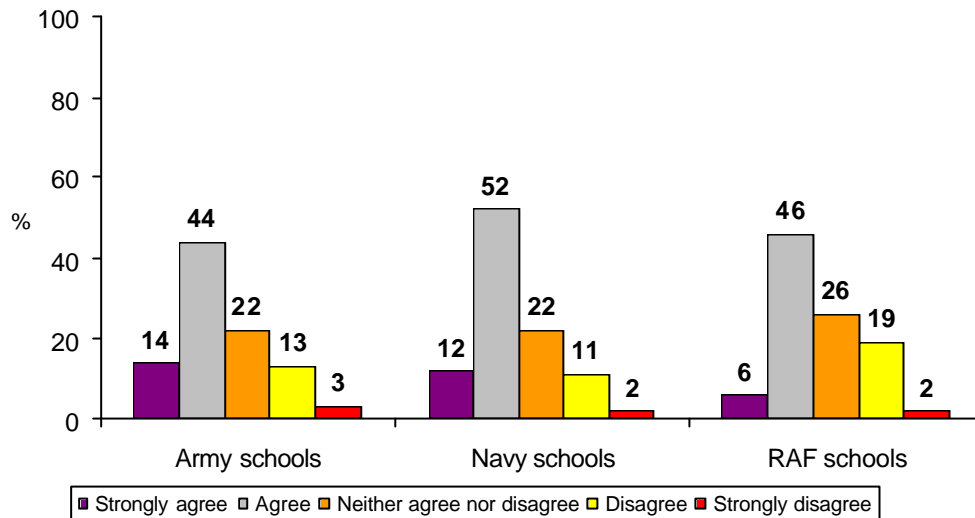
Figure 8

42. To prepare adequately for any course recruits need useful information on what the training will entail. As before, information provided by the Navy was deemed most useful in this regard (64% of Navy recruits agreed that it is useful and accurate compared to 58% of Army recruits and 53% of RAF recruits). The negative and neutral scores for the Army and Navy are similar on this question, while RAF recruits were more likely to say that they were not provided with useful or accurate information (21%).

Phase 1

The information I was given prior to arrival at XXX ...

Provided me with useful and accurate information about what the training involved



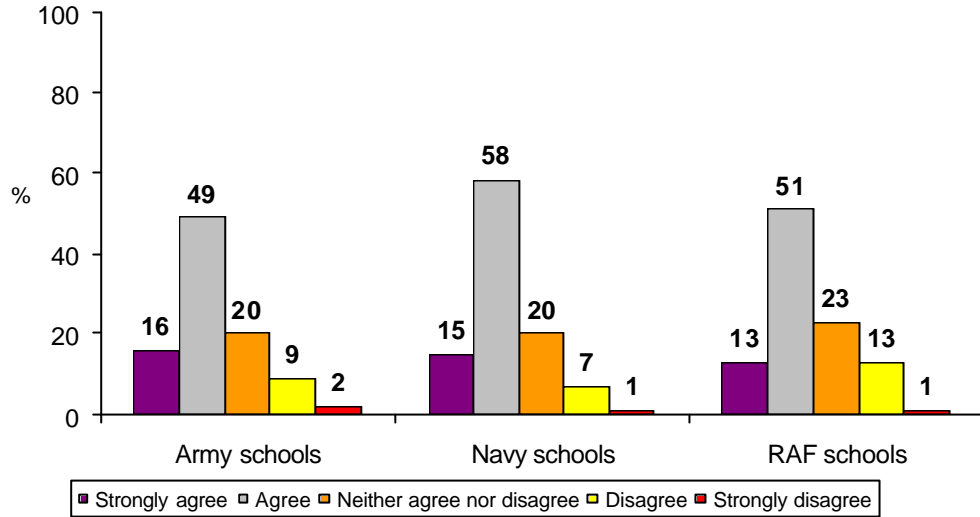
Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 9

43. Trainees from both Phase 1 and Phase 2 felt confident that they were prepared for the course they were attending. There was greater agreement with this statement among Phase 2 (75%) than Phase 1 (67%) trainees, perhaps indicating that Phase 1 training successfully equips many recruits effectively for subsequent training. Indeed, only 6% of Phase 2 trainees felt they were not prepared for their course.
44. Women were significantly less likely to say that they were prepared for a course than men in both Phase 1 and Phase 2 (overall, 11% felt unprepared compared to 8% of men). In contrast, non-white recruits from both phases were more likely to say that they were prepared for the course than white trainees (78% and 70% respectively).

Phase 1

I was prepared for the course

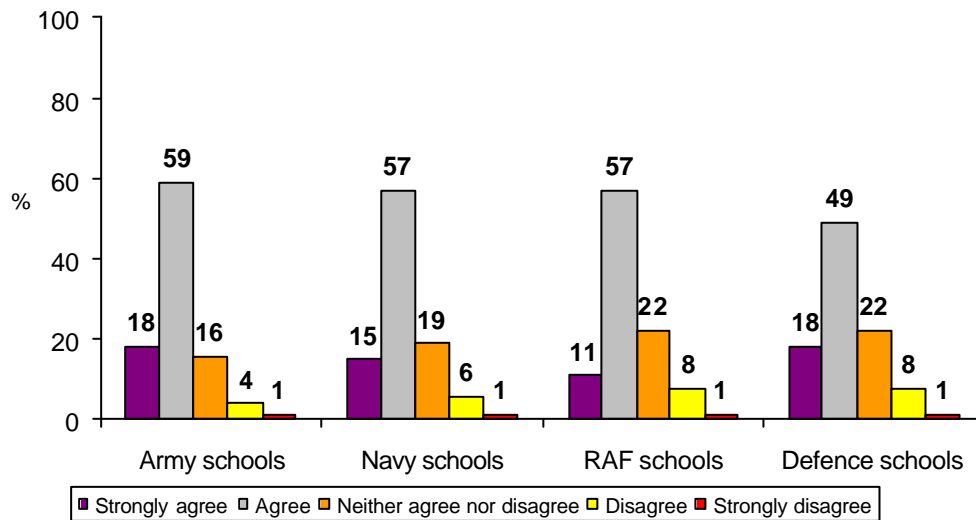


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 10

Phase 2

I was prepared for the course



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

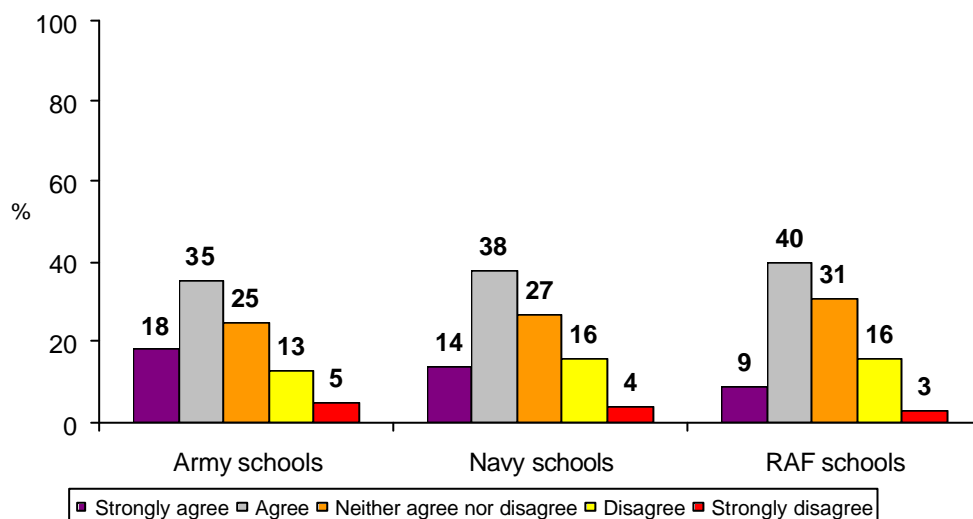
Figure 11

MEETING EXPECTATIONS OF TRAINING

45. Around half of Phase 1 trainees agreed or strongly agreed that the training was what they expected, across all types of school. The proportion of Army and Navy trainees agreeing with the statement was higher in Phase 2 training than Phase 1 training. This indicates that, by Phase 2, trainees in those two Services are more aware of what to expect from military training. Approximately half of RAF trainees from both phases of training agreed that it was what they expected.
46. In both Phase 1 and Phase 2 training the age of the respondent had an impact on the responses to this question, with younger respondents (aged 16-25) less likely to feel training met their expectations (55%) than those aged 26 and over (72%). Non-white Trainees were also statistically more likely to agree with the statement that training was what they expected (69%).

Phase 1

The training was what I expected

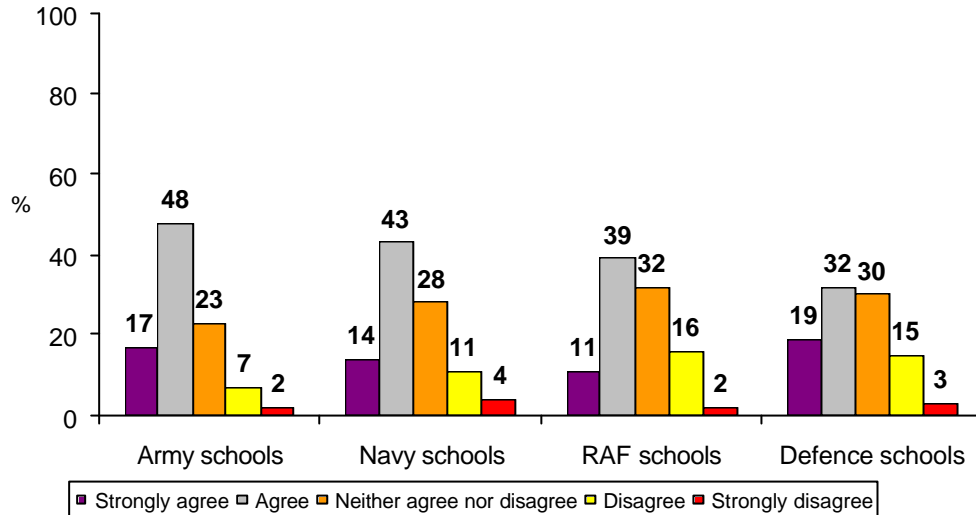


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 12

Phase 2

The training was what I expected



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

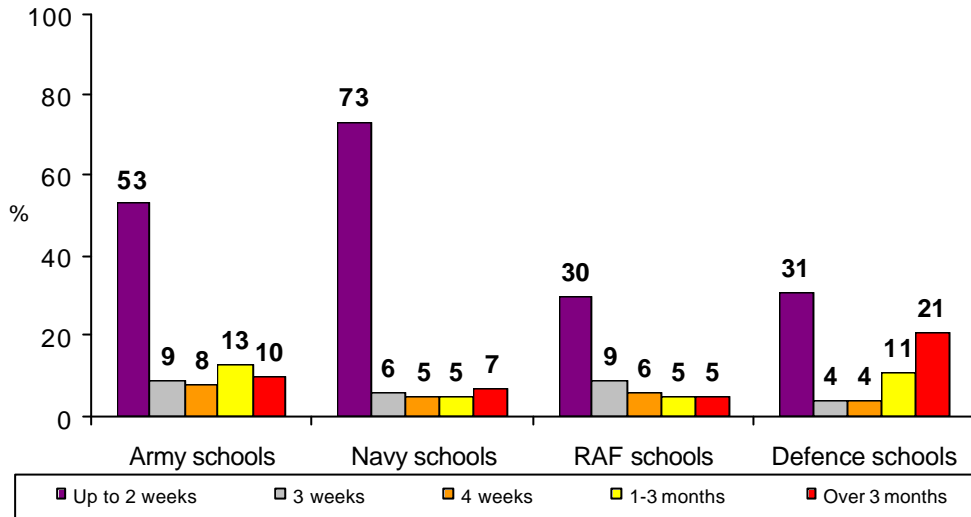
Figure 13

THE GAP BETWEEN PHASE 1 AND PHASE 2 TRAINING

47. There is sometimes an unavoidable gap between the end of Phase 1 training and the start of Phase 2 training. The RTS questionnaire addressed this issue by asking trainees what activities they had taken part in between courses, and whether or not they found this period interesting or not. As these questions were only relevant to Phase 2 trainees, those results alone are reported.
48. There is some disparity across the Services in the amount of time that trainees have to spend between courses. Nearly three quarters (73%) of Phase 2 respondents from Navy Schools waited up to two weeks between courses, compared to just over half (53%) of Army recruits and just under a third of RAF recruits (30%).
49. Just under a third of trainees (31%) attending the Army Schools waited over four weeks between courses while only 16% of RAF trainees had to wait that long. Of those in Defence Schools, the proportion who had had to wait four weeks or more was higher at 36%.

Phase 2

How long was the gap between this course and the last course you were on?



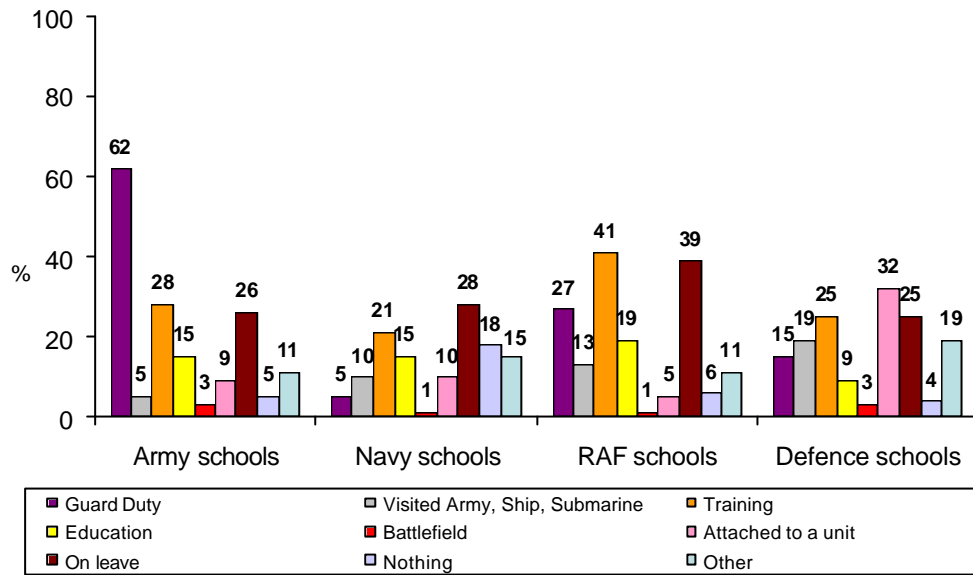
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955) Defence schools (342)

Figure 14

50. There is some variation across the Services with regard to how this time between courses was spent. Respondents in the Army were most likely to have spent time on guard duty between Phase 1 and Phase 2 training (62%). RAF respondents were most likely to recall spending time in training (41% said this was the case compared to 28% of Army and 21% of Navy recruits). Those in Defence Schools were most likely to have spent their time attached to a unit (32%).

Phase 2

Which of the following did you do between courses?



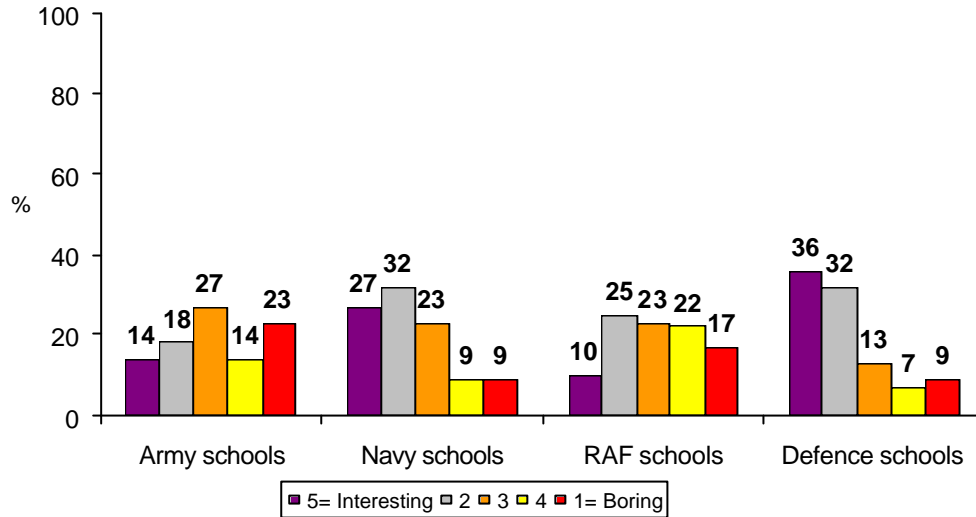
Number of respondents: Army schools (3,150), Navy schools (391), RAF schools (226) Defence schools (137)

Figure 15

51. Those in Defence Schools were far more likely to regard their time spent between courses as interesting – some 69% said this was the case, as did 58% from Navy Schools. In contrast, only around a third from RAF (35%) and Army (32%) schools deemed this to be the case.

Phase 2

Overall how did you find this period - Interesting?



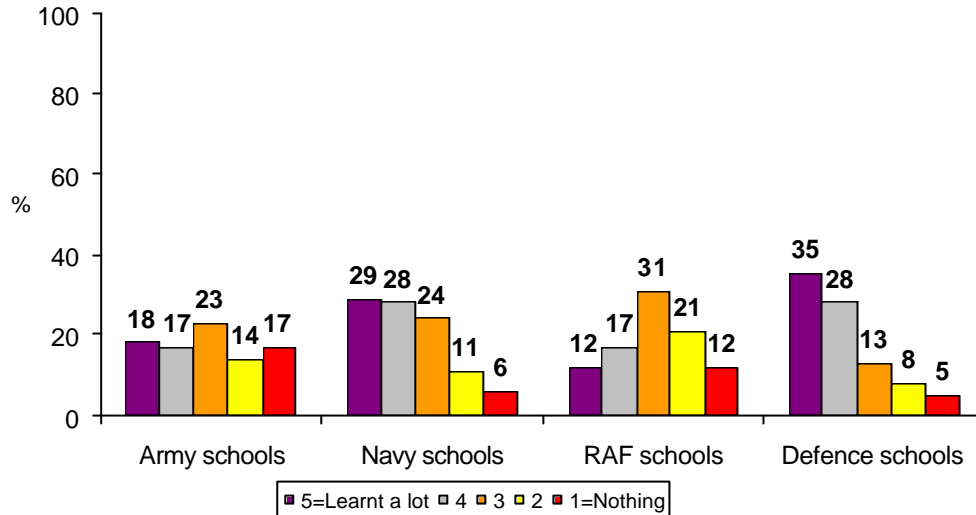
Number of respondents: Army schools (2,532), Navy schools (180), RAF schools (162), Defence schools(96)

Figure 16

52. Respondents from Defence and Navy Schools were also most likely to feel that they learnt a lot between courses (64% and 57% agree respectively). This is somewhat different to the results from Army and RAF Schools where only a minority said they learnt a lot during this period (35% and 30% respectively).

Phase 2

Overall how did you find this period – Learnt a lot?



Number of respondents: Army schools (2,532), Navy schools (180), RAF schools (162), Defence schools (96)

Figure 17

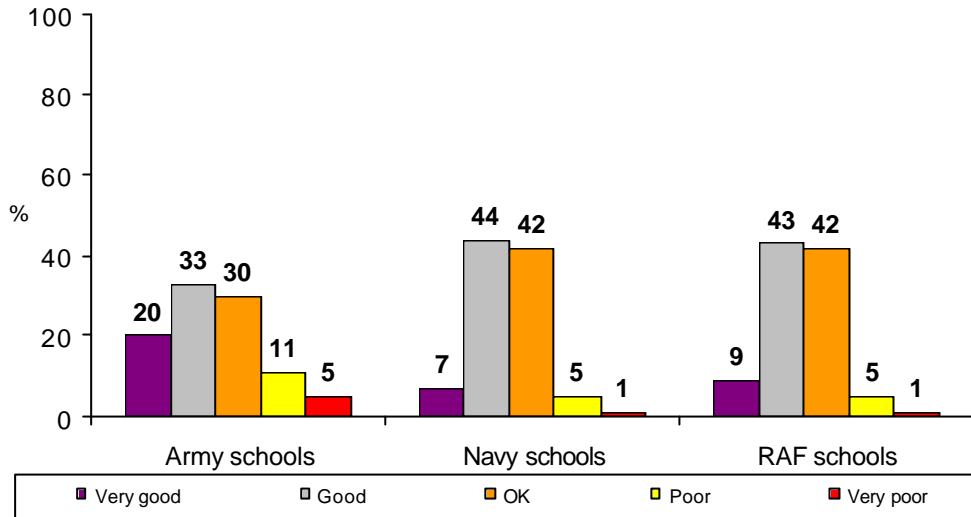
FACILITIES AND SUPPORT

ACCOMMODATION

53. Just over half (53%) of recruits rated the standard of their Phase 1 accommodation as good or very good, a finding broadly consistent across the Services. Some 16% of Phase 1 Army recruits deemed accommodation to be poor or very poor, while in Navy and RAF schools this proportion dropped to 6%.
54. A lower proportion of Phase 2 trainees rated their accommodation highly than their Phase 1 counterparts. In Defence Schools only 30% of respondents rated their accommodation as good overall, while a higher number (33%) deemed it to be poor. Results for Army Phase 2 accommodation were only slightly better (30% say it is good, while 26% say it is poor). Satisfaction with Phase 2 Navy and RAF accommodation was somewhat better (41% and 43% rate it as good respectively).
55. Women were statistically more likely to rate their accommodation as good than men (54% compared to 43%).

Phase 1

How would you rate ...standard of accommodation?

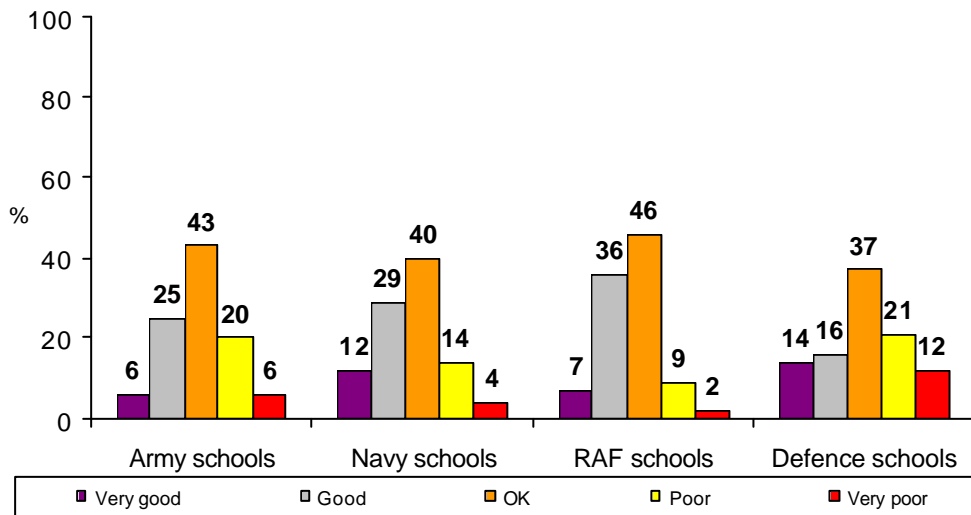


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 18

Phase 2

How would you rate ...standard of accommodation?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

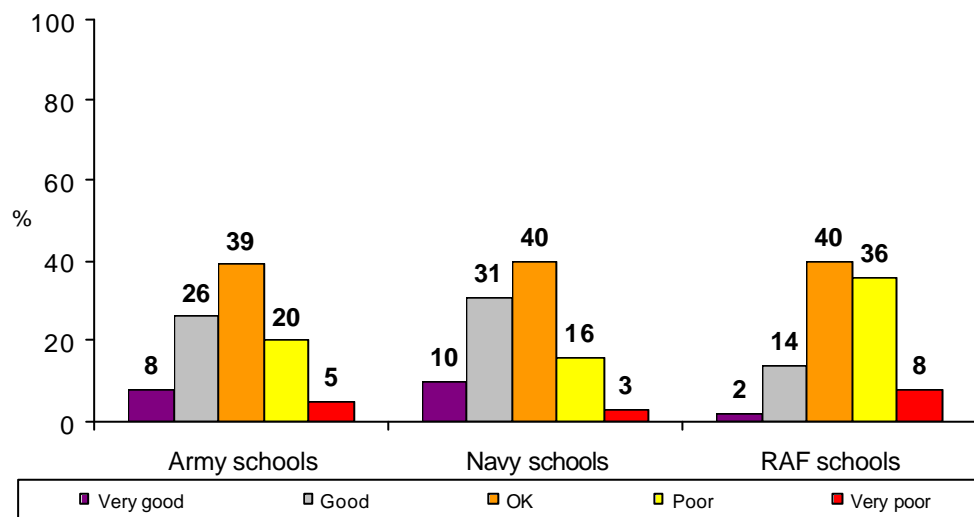
Figure 19

OFF DUTY RECREATION

56. Across Phase 1 training, Navy recruits rated their recreational opportunities more highly than those in the other Services, with 41% characterising 'things to do when off duty' as good or very good compared to 34% of Army respondents and just 16% of RAF respondents. Some 44% of RAF respondents rated this as poor or very poor.
57. In Defence schools 31% of respondents thought that the possibilities for off duty recreation were good or very good, and 31% deemed them to be poor or very poor.
58. Those in Phase 1 training were less likely to rate off duty recreation as good or very good compared to their counterparts in Phase 2 (35% and 42%).

Phase 1

How would you rate...things to do when off duty?

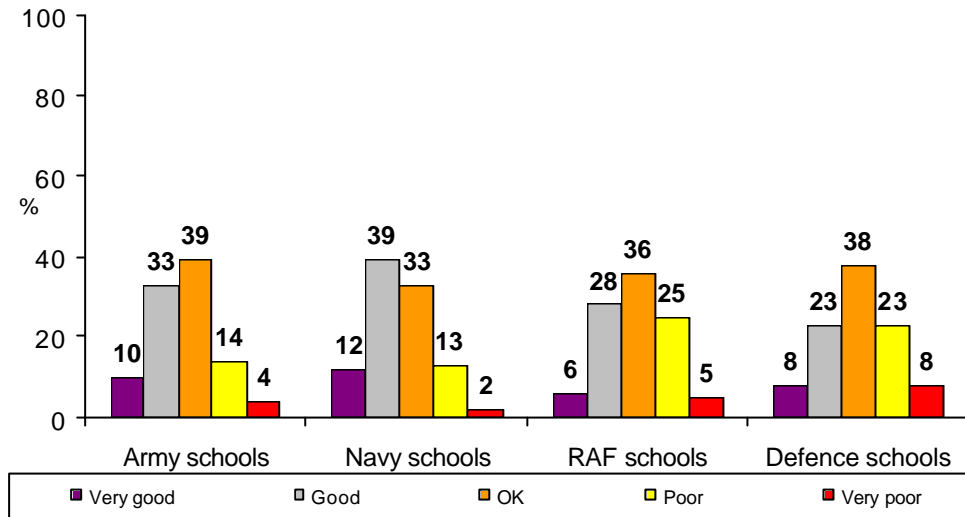


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 20

Phase 2

How would you rate ...things to do when off duty?



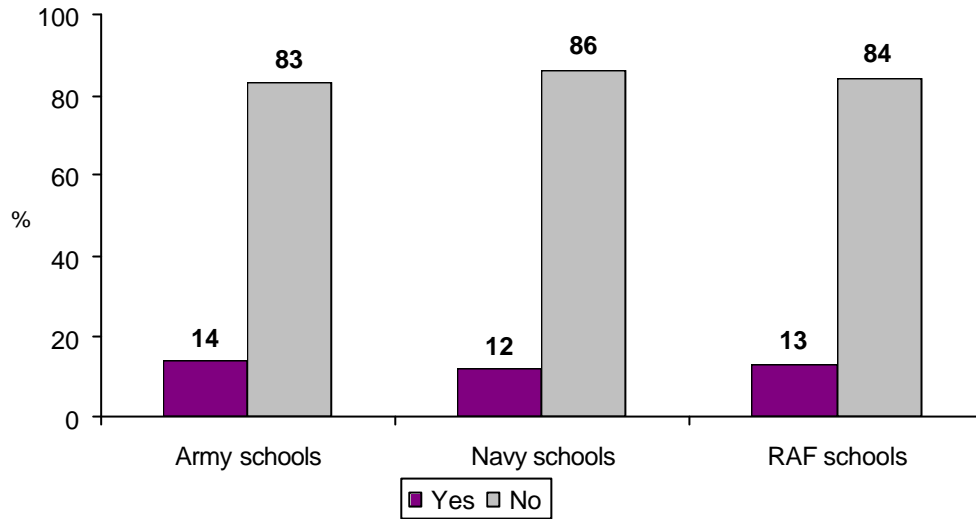
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 21

59. The vast majority of respondents across both Phases of training said that there were no important facilities missing at their Schools. The only exception here is in Defence Schools, where just over a quarter of respondents said that important facilities were unavailable to them.
60. The sorts of facilities flagged up as missing included anything from the practical (e.g. 'a cash machine'/'longer operating hours in the NAAFI / Spar'), to sport or keep fit facilities (e.g. 'swimming pool', longer opening hours in the gym'), to the social/entertainment (e.g. '(a cinema)').

Phase 1

Are there any other facilities that are important to you, which are not available at XXX?

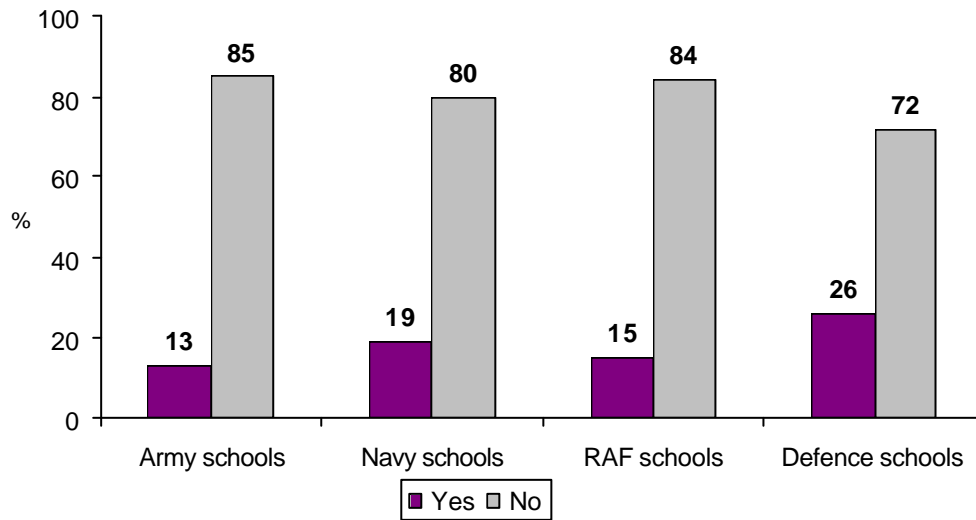


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 22

Phase 2

Are there any other facilities that are important to you, which are not available at XXX?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

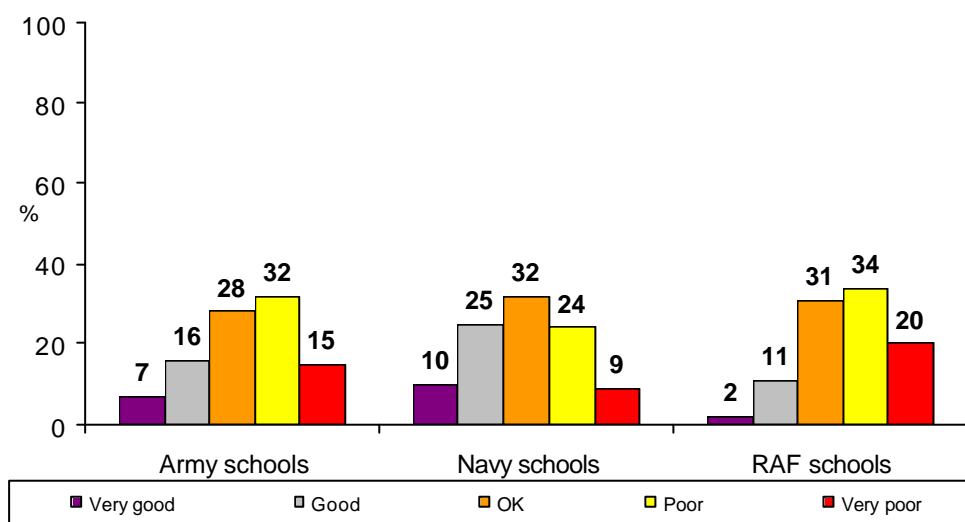
Figure 23

COMPETITIVE SPORT

61. Navy Phase 1 trainees rate their opportunities for competitive sport more highly than at their equivalents at Army and RAF establishments. In contrast, sport at RAF Phase 1 schools is rated particularly negatively, with over half of respondents (54%) deeming it to be poor or very poor.
62. Respondents in Phase 2 training expressed greater satisfaction with their competitive sporting opportunities. The majority of Phase 2 Naval trainees rated their opportunity for competitive sport as good or very good. However, around a third of trainees in RAF (33%) and Defence (33%) Schools rated their opportunities for competitive sport negatively.

Phase 1

How would you rate ...opportunity for competitive sport?

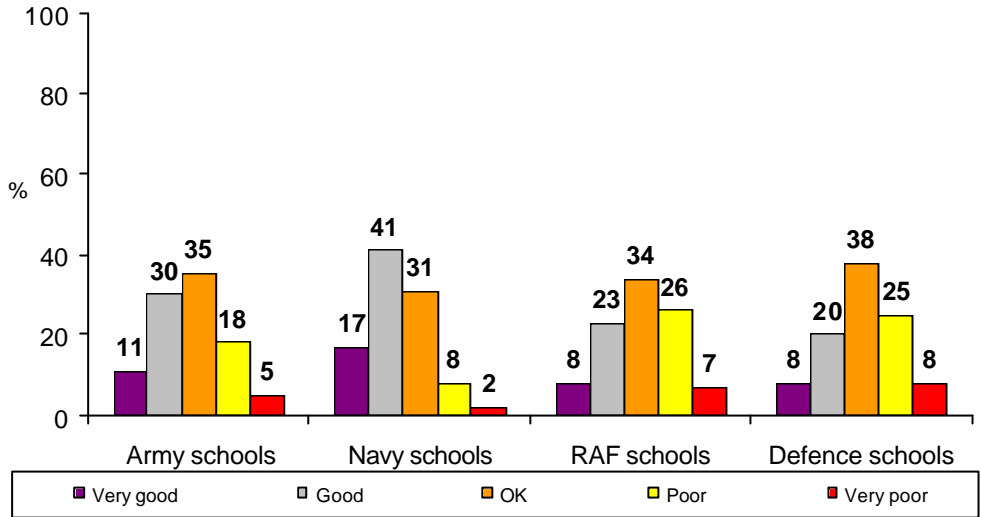


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 24

Phase 2

How would you rate ...opportunity for competitive sport?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

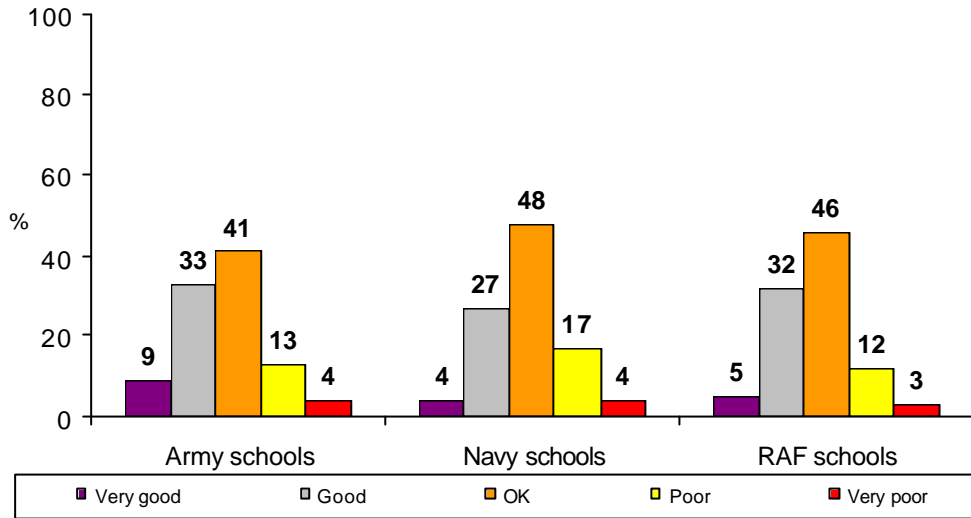
Figure 25

TIME FOR PERSONNEL ADMINISTRATION

63. Phase 1 recruits were relatively positive about the amount of time they had for personal administration, with over a third (40%) saying that they had adequate time and only a small minority (17%) indicating that the time for this was poor.
64. Phase 2 respondents were more positive, with around half (51%) rating the time they had for essential personal administration as good or very good. Across both Phases of training the three Services had comparable ratings, with the exception of Defence Schools where findings were significantly more positive (61% deem it to be good, while 7% say it is poor).

Phase 1

How would you rate ...time for essential personal administration?

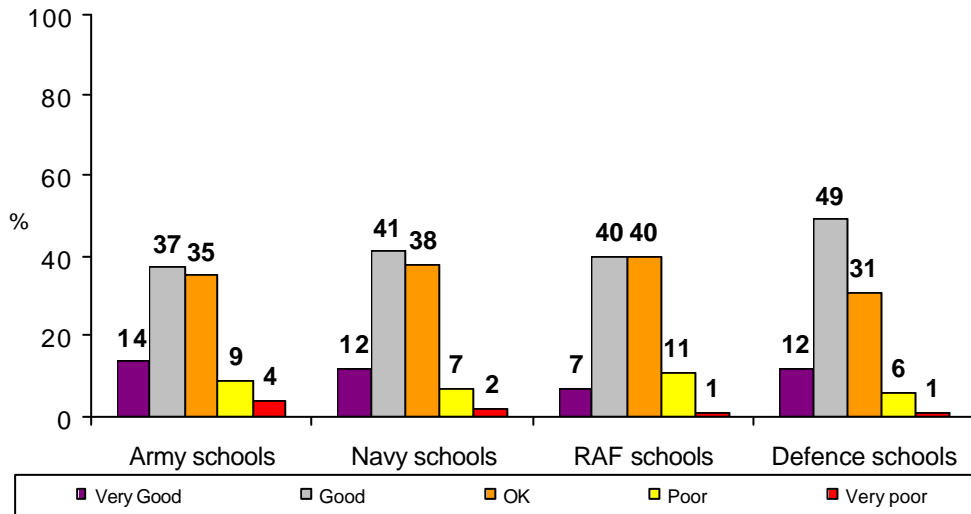


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 26

Phase 2

How would you rate ...time for essential personal administration?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 27

MEDICAL CARE

65. The majority of recruits and trainees thought that the level of medical care on offer to both Phase 1 and Phase 2 training was good or very good, with little divergence across the different Schools.

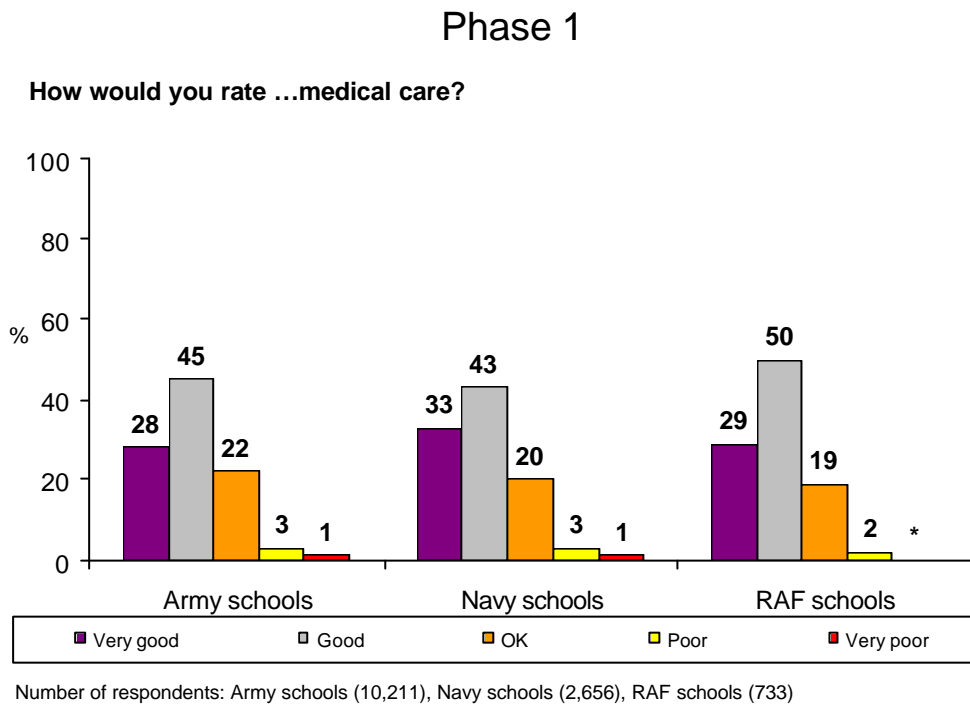
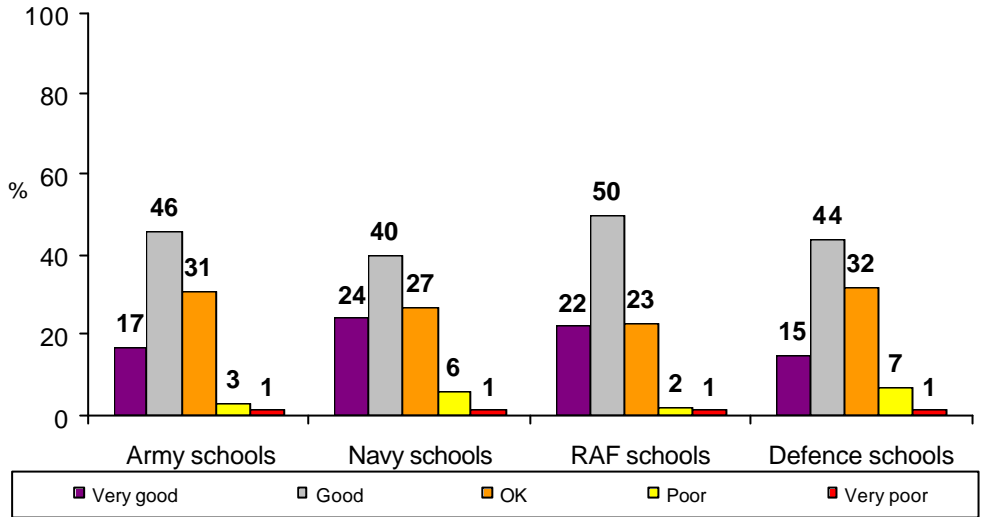


Figure 28

Phase 2

How would you rate ...medical care?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

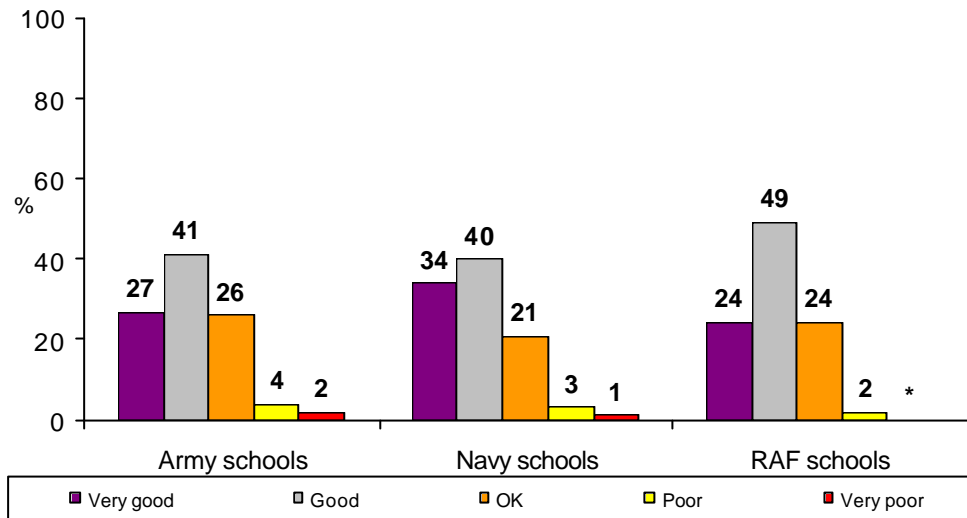
Figure 29

DENTAL CARE

66. The majority of trainees rated dental care at both Phase 1 and 2 training as good or very good. Only a small minority (5%) rated it as poor or very poor.

Phase 1

How would you rate ...dental care?

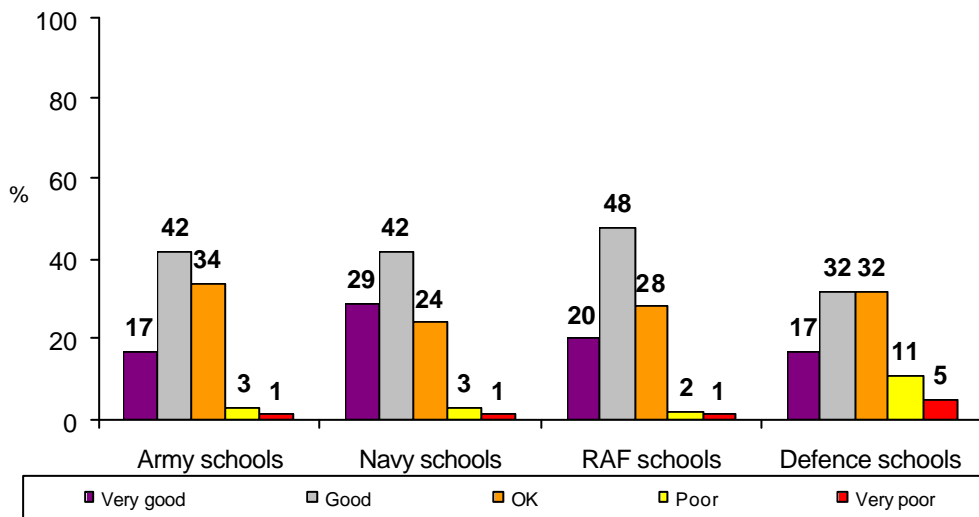


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 3

Phase 2

How would you rate ...dental care?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools(342)

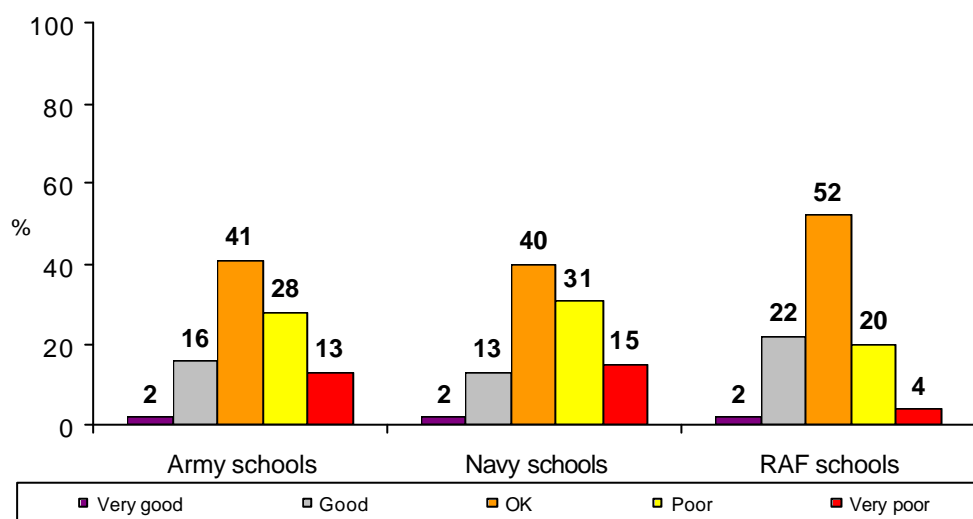
Figure 31

QUALITY OF FOOD

67. The food provided for Phase 1 and Phase 2 trainees was not particularly well regarded (especially in the former). Less than one in five Phase 1 recruits (18%) considered the quality of food on offer to be good while greater numbers described it as poor.
68. The quality of food at RAF Phase 1 Schools was rated more positively, with the majority of trainees at these schools rating it as 'okay' with only 23% rating it as poor or very poor (compared to 40% from Army Phase 1 Schools and 46% from Phase 1 Navy Schools).

Phase 1

How would you rate ...quality of food?

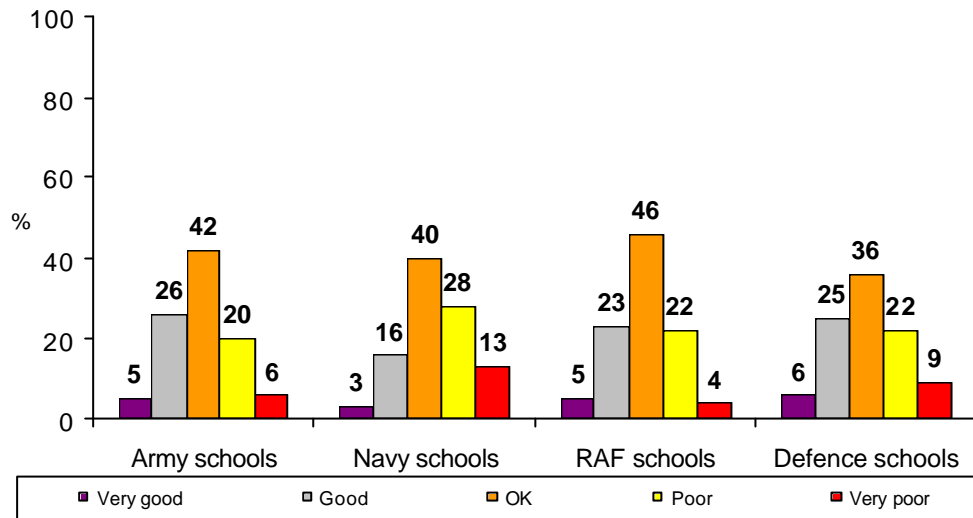


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 32

Phase 2

How would you rate ...quality of food?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

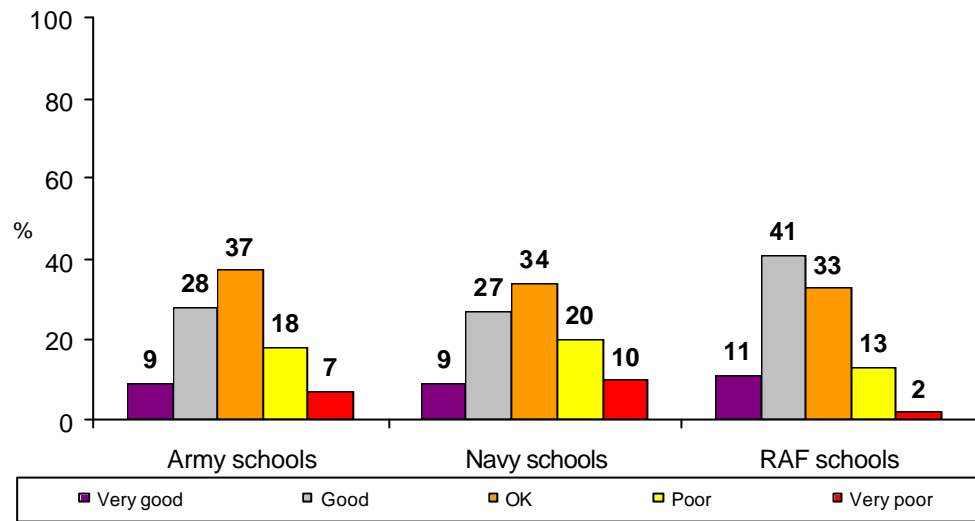
Figure 33

QUANTITY OF FOOD

69. Around two fifths of Phase 1 recruits (38%) were positive about the quantity of food on offer, rising to almost half of Phase 2 trainees (45%). Over both Phases of training RAF results on this measure were better than those of the other Services.
70. A notable minority were dissatisfied with the quantity of food provided – this ranged from 6% of those in Defence Schools up to 29% of those in Navy Phase 1 training.
71. There was a significant difference between the attitudes of the various age groups in Phase 1 Army schools, with 16-17 year olds reporting lower levels of satisfaction with the quantity of food than older trainees.

Phase 1

How would you rate ...quantity of food?

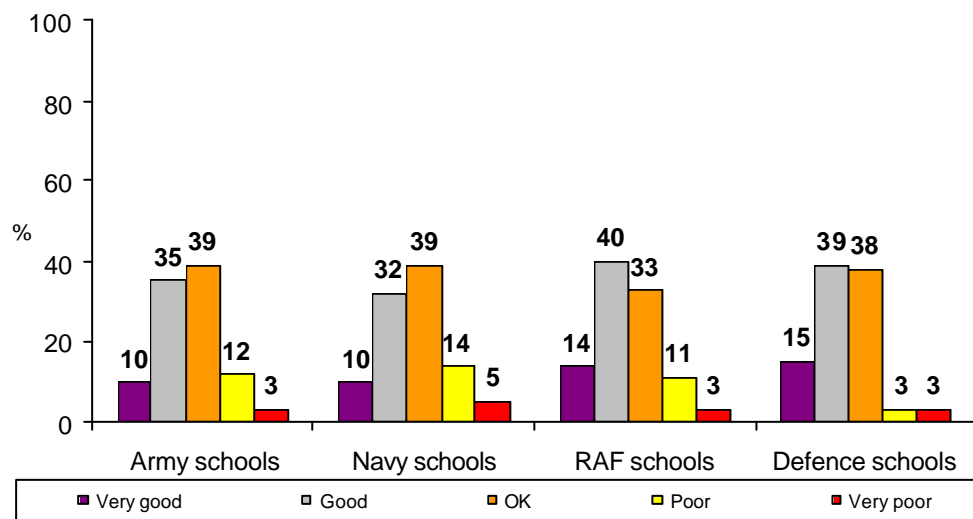


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 34

Phase 2

How would you rate ...quantity of food?



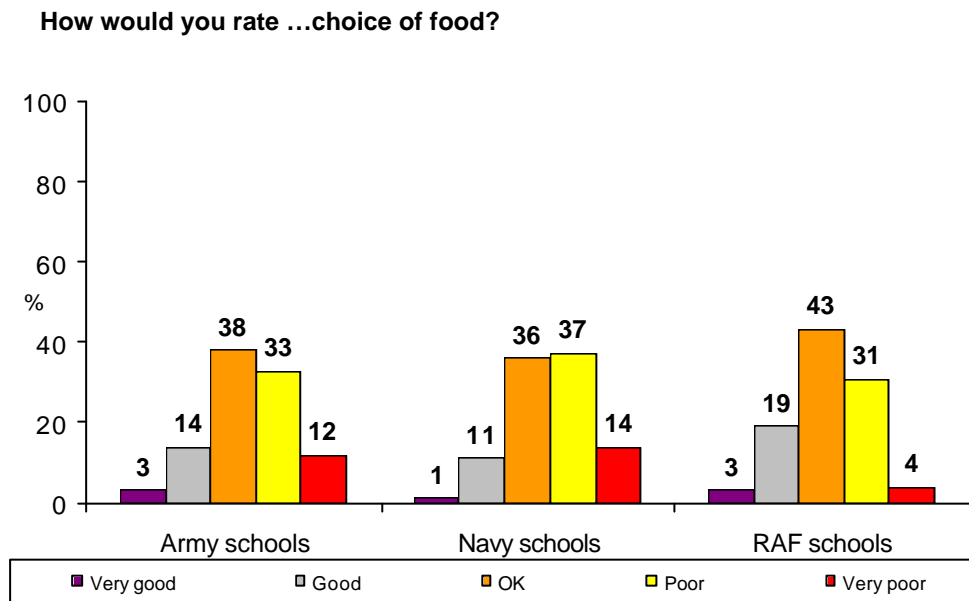
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 35

RANGE OF FOOD AVAILABLE

72. Nearly half of Phase 1 recruits (45%) felt that the choice of food available was poor or very poor, while 38% deemed it to be okay. Opinion was slightly more favourable among Phase 2 trainees, though 31% regarded the choice of food as poor or very poor.

Phase 1

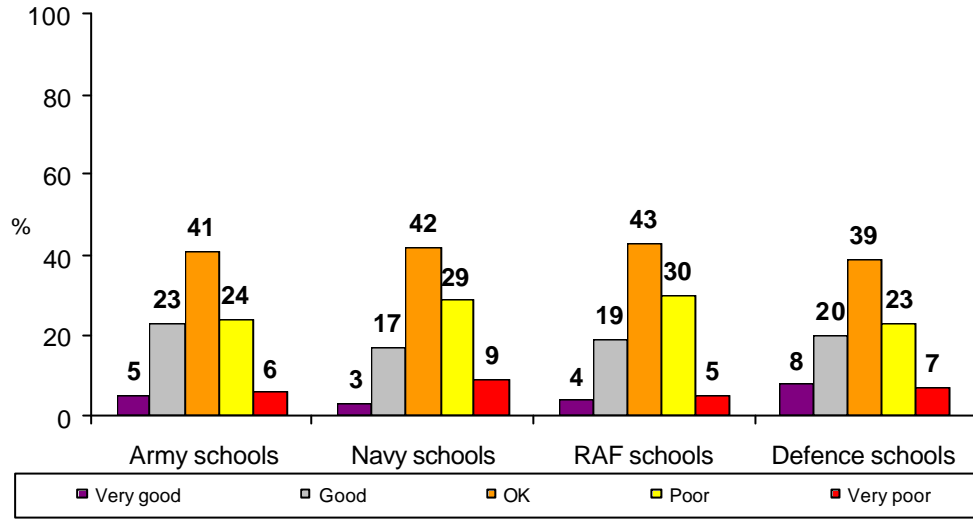


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 36

Phase 2

How would you rate ...choice of food?



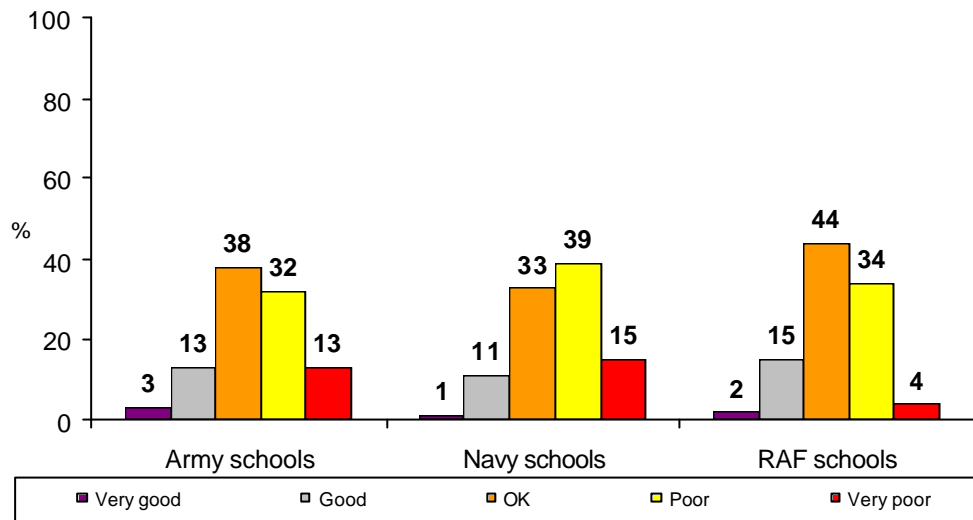
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 37

73. The overall variety of food on offer also received a mixed review. Of Phase 1 respondents, only 13% from Navy schools were satisfied with this, rising to 16% of those from Army and 17% from RAF schools. Responses from Phase 2 trainees were slightly better, though more were negative than positive.

Phase 1

How would you rate ...overall variety of food?

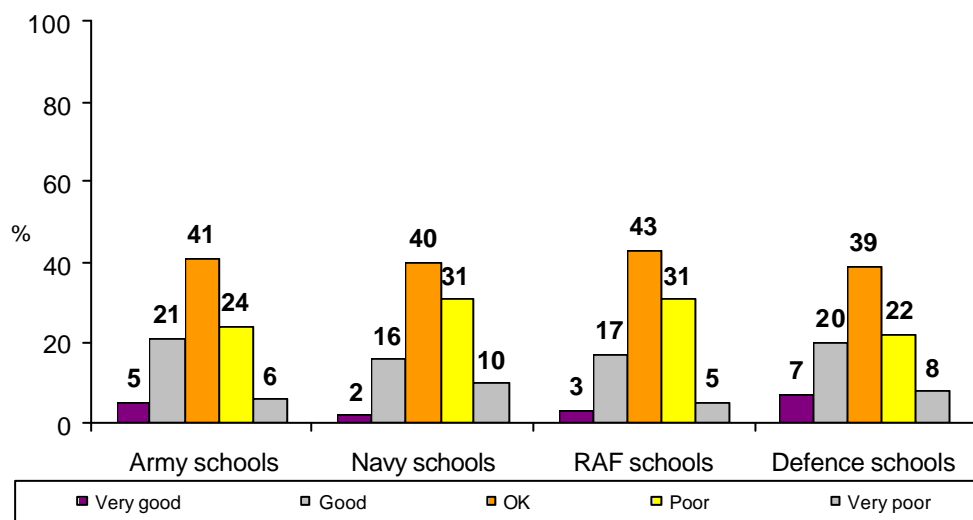


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 38

Phase 2

How would you rate ...overall variety of food?



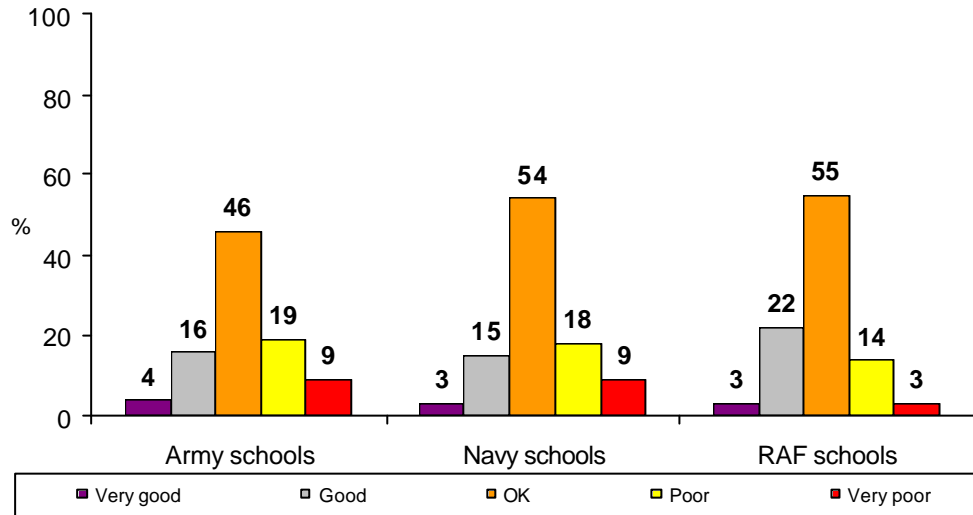
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 39

74. The availability of food to meet special requirements was also measured. Nearly half of recruits across both phases of training deemed this to be ok, Phase 2 trainees are slightly more positive on this issue, but overall opinion was split. NB this question was asked of everybody not just those who had special requirements.

Phase 1

How would you rate ...availability of food to meet special requirements?

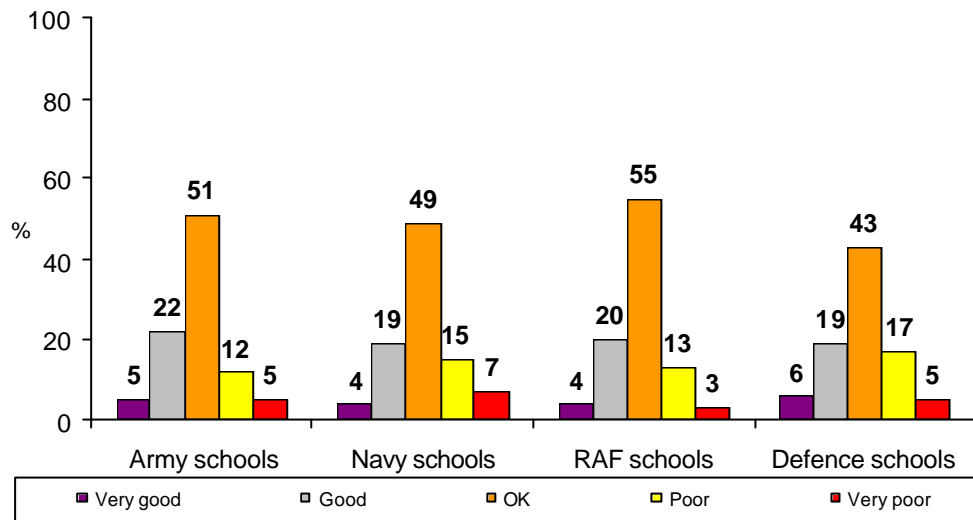


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 40

Phase 2

How would you rate ...availability of food to meet special requirements?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

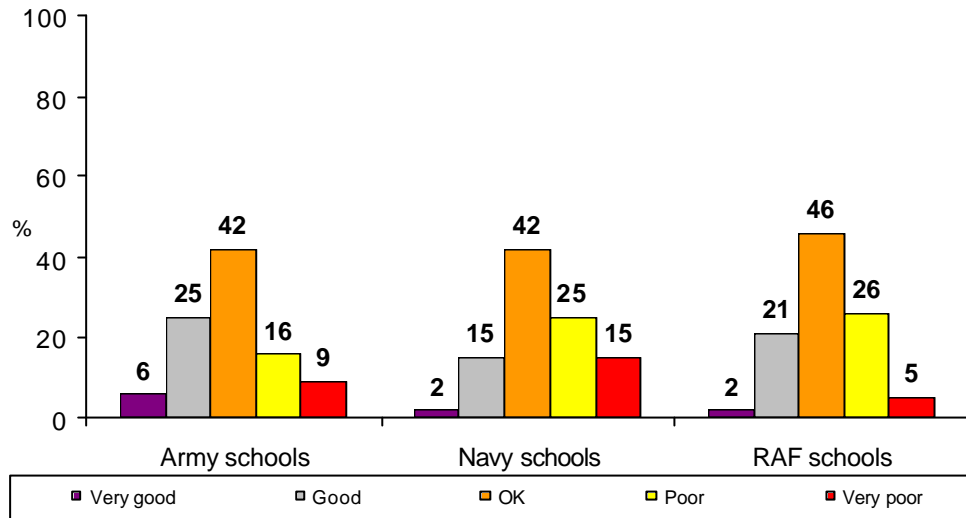
Figure 41

TIME ALLOWED TO EAT

75. The majority of respondents (60%) in Phase 2 training felt that the time allowed to eat was good or very good. However, Phase 1 respondents were less positive in this regard.

Phase 1

How would you rate ...time allowed to eat?

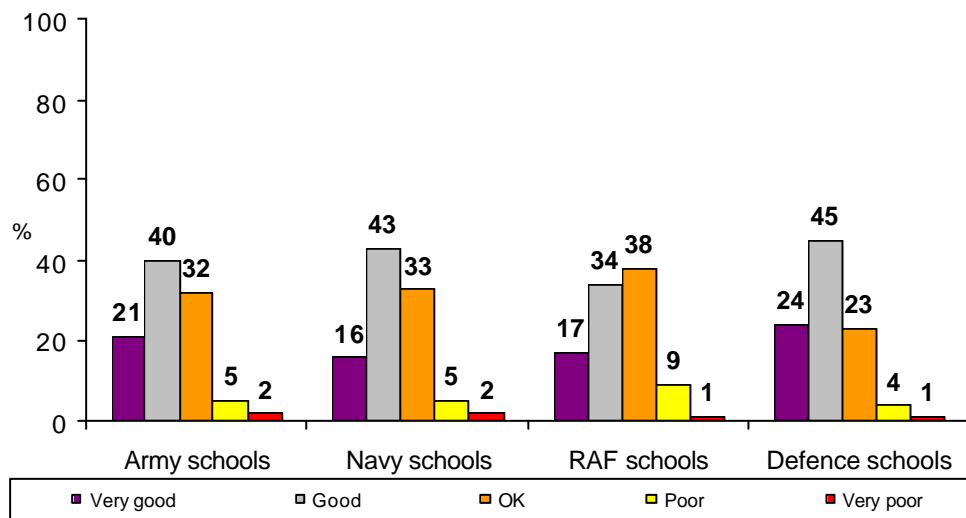


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 42

Phase 2

How would you rate ...time allowed to eat?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

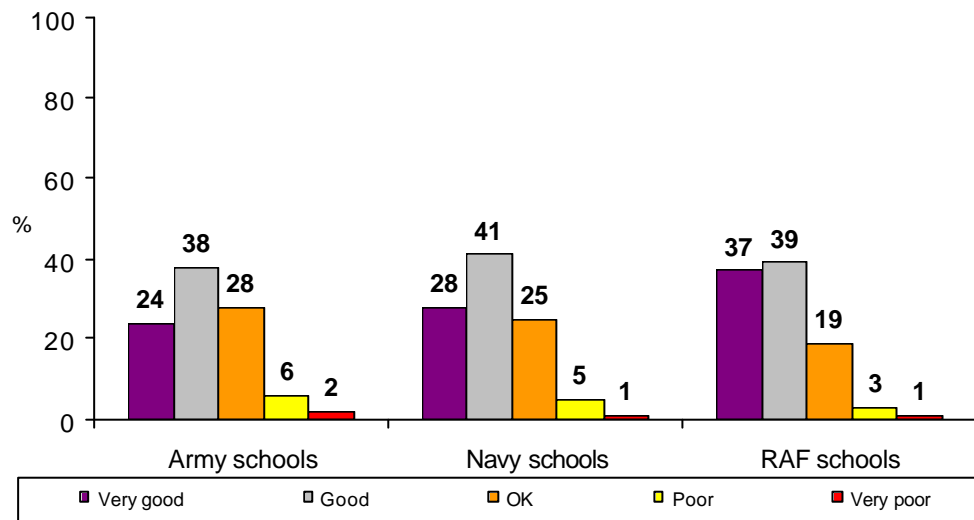
Figure 43

PRIVATE CONTACT WITH TRAINING STAFF

76. The majority of trainees from across Phase 1 and Phase 2 were satisfied with the opportunities available to them to talk privately with training staff (64% from Phase 1 Schools rated this as good or very good, as did 71% from Phase 2 Schools).
77. The proportion of trainees who expressed negative opinions on this issue was low - particularly in Phase 2 schools - and was highest amongst the Phase 1 Army recruits at 8%, and lowest amongst those in Phase 2 RAF and Defence Schools at 1%.

Phase 1

How would you rate ...talk privately with training staff?

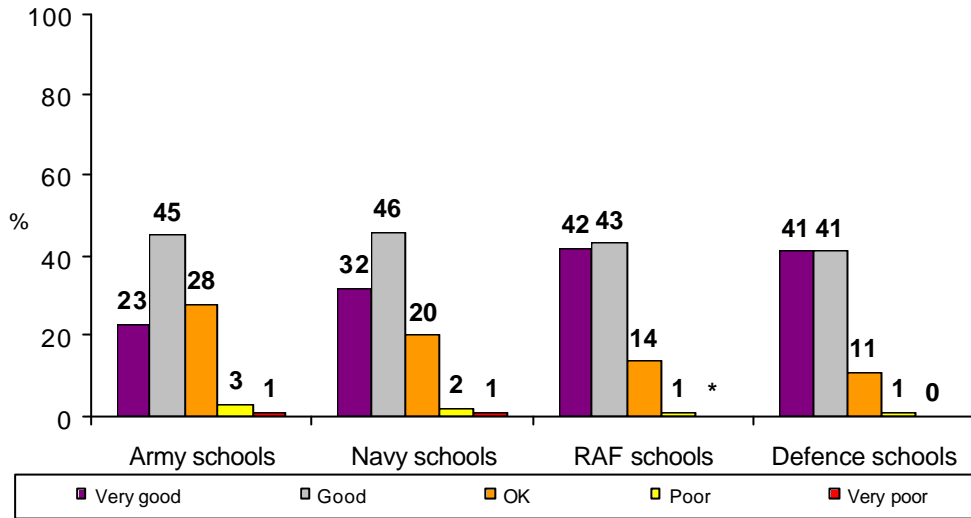


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 44

Phase 2

How would you rate ...talk privately with training staff?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

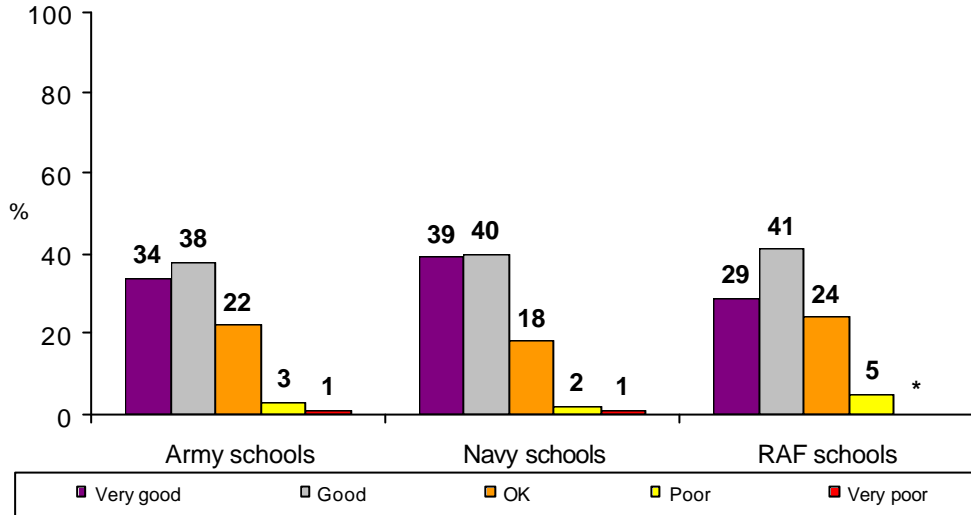
Figure 45

RELIGIOUS ISSUES

78. The majority of trainees across all Services said that they have ample opportunity to talk privately with the chaplains/padres stationed at their Schools. Only a small proportion (4% overall) rated this as poor or very poor, though this rose to 11% of those in Defence Schools.

Phase 1

How would you rate ...talk privately with chaplains/padre?

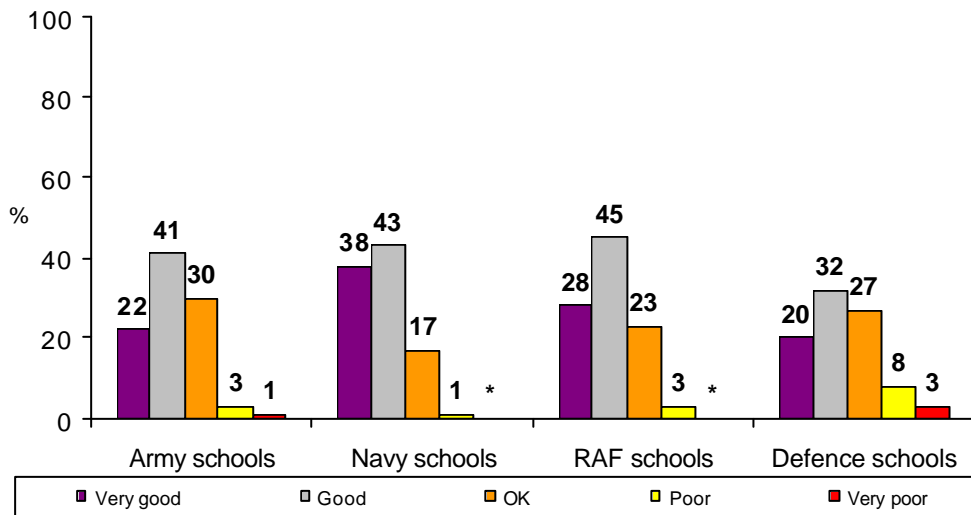


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 46

Phase 2

How would you rate ...talk privately with chaplains/padre?



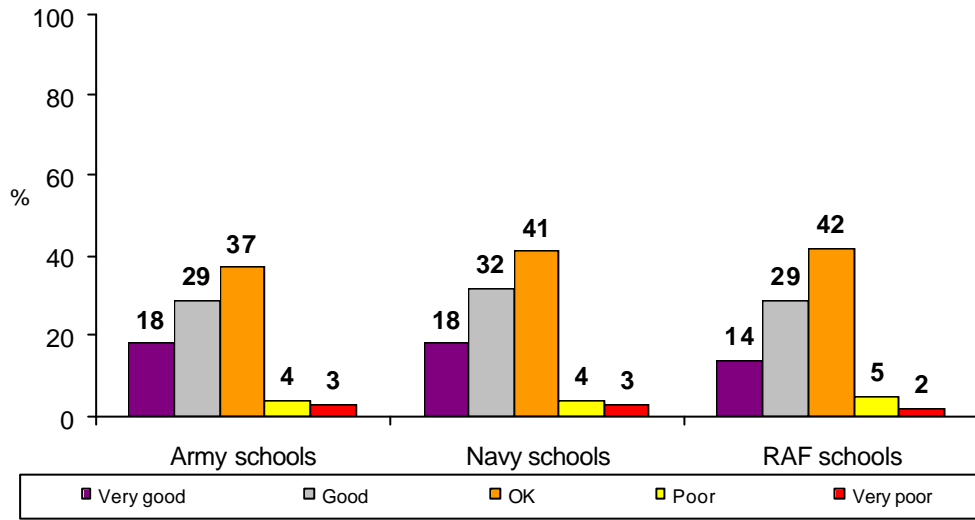
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 47

79. Results indicate that only a small minority of trainees (6%) deemed opportunities to practice their faith as poor or very poor, while a much higher proportion regarded them as good or very good. The Navy enjoyed marginally higher ratings here than the other Services. This question was asked of all trainees, not just those with religious convictions.

Phase 1

How would you rate ...practice your faith?

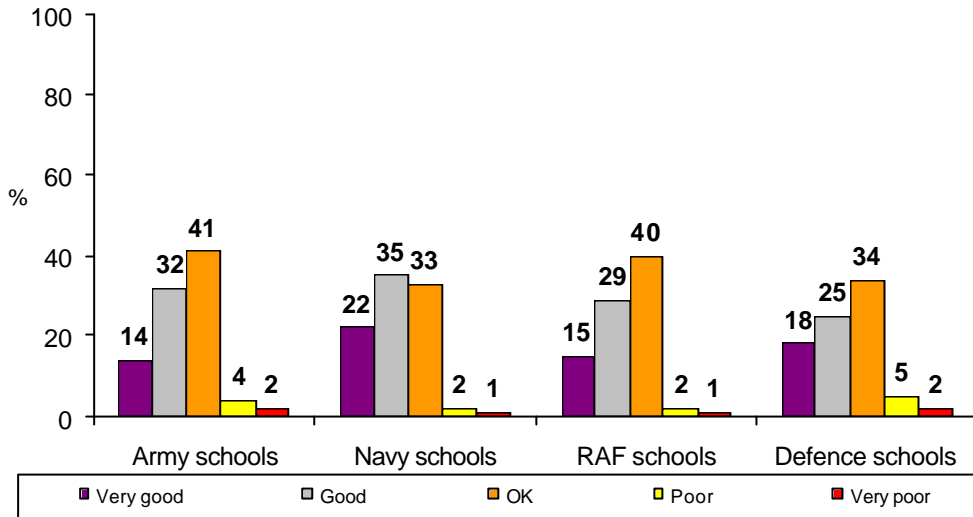


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 48

Phase 2

How would you rate ...practice your faith?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

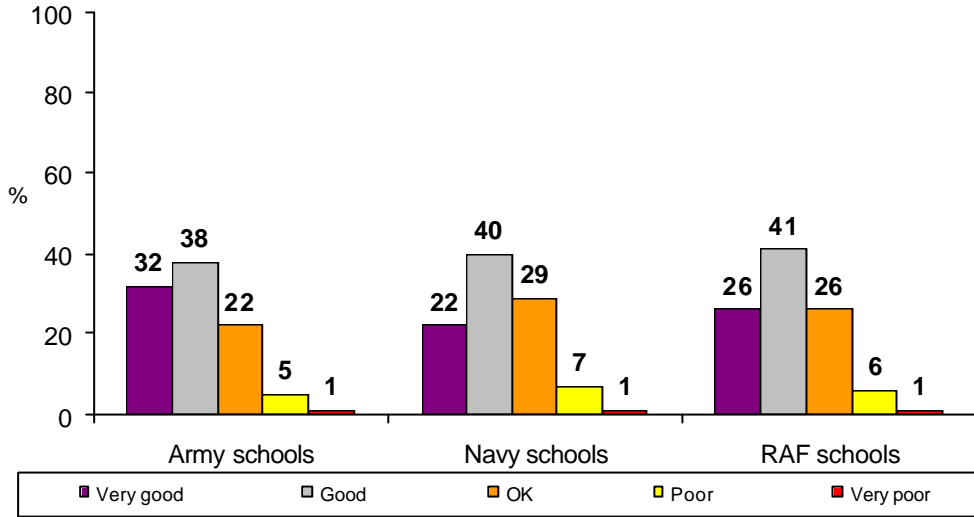
Figure 49

CONTACT WITH FRIENDS AND FAMILY

80. Overall opinion amongst trainees from both phases of training was that they had ample opportunity to keep in contact with family and friends. This finding was more marked amongst Phase 2 trainees - where some 76% deemed it to be good or very good. Only a very small proportion of respondents (5%) rated this aspect of training as poor or very poor.

Phase 1

How would you rate ...keep in contact with family and friends?

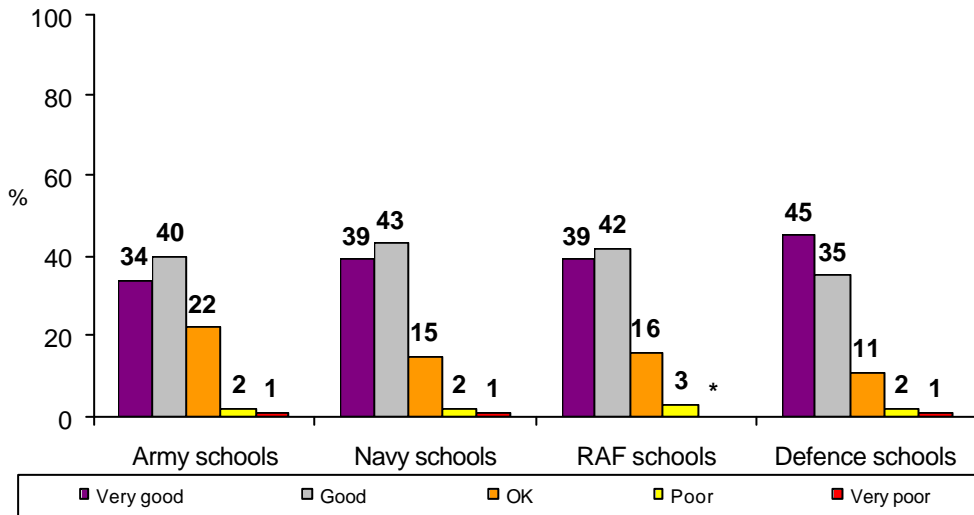


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 50

Phase 2

How would you rate ...keep in contact with family and friends?

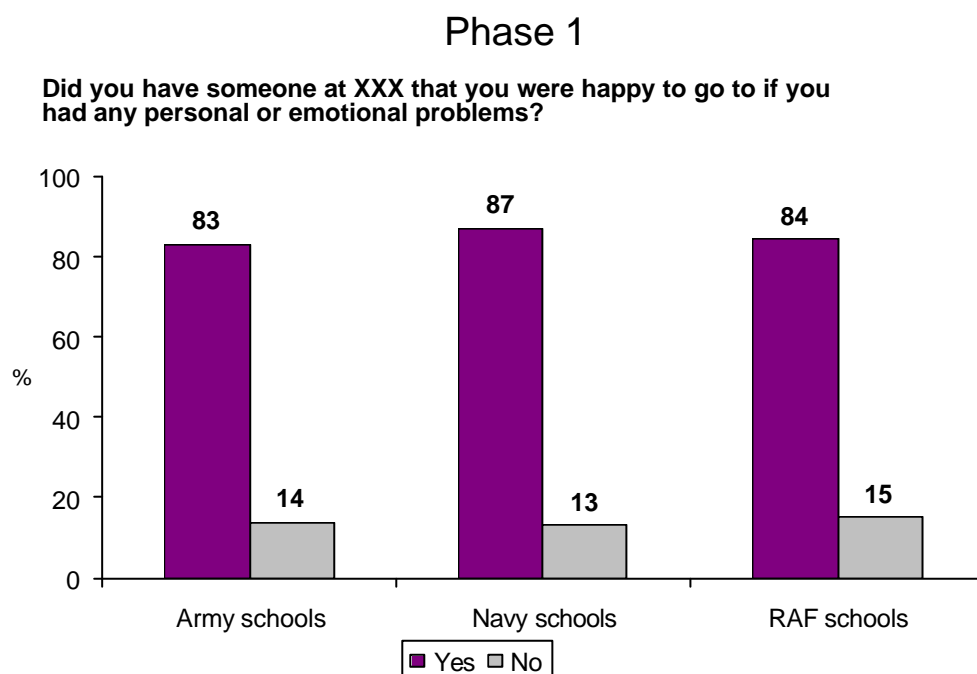


Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 51

PROBLEMS ARISING AND MAKING COMPLAINTS

81. The vast majority of both Phase 1 and Phase 2 trainees said that there was a member of staff easily available to talk to during off duty hours, and over four fifths of trainees (84%) said that they were happy to talk to a member of staff if they had any personal or emotional problems. A similar number said that they had someone who could help them should they have had any administrative problems. These scores are slightly higher amongst Phase 2 trainees.
82. Just under three quarters of Phase 1 Army recruits (74%) felt that they had the opportunity to raise any concerns with someone in authority, the lowest of all the Phase 1 Services. At Phase 2, 86% of Army trainees thought that they had such opportunity. In both Phases of training the Navy and RAF were rated slightly more highly than the Army.

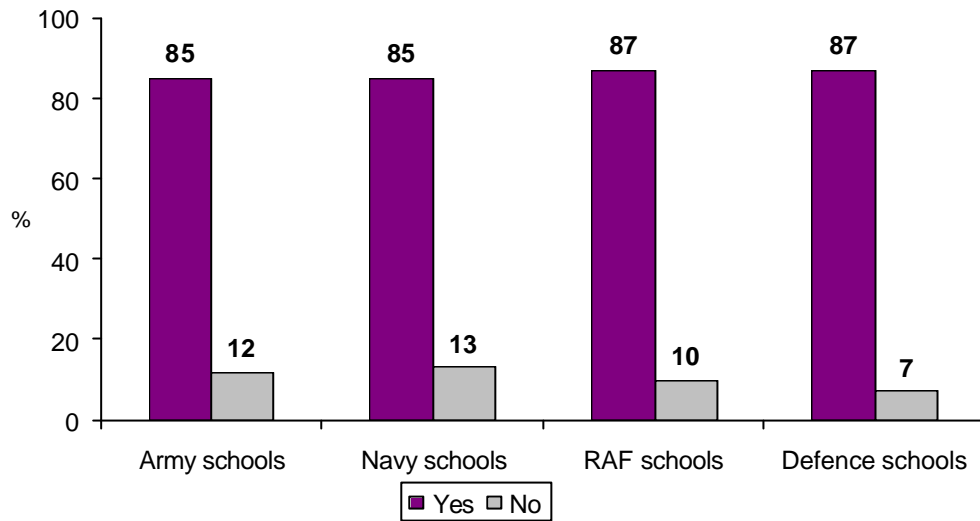


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 52

Phase 2

Did you have someone at XXX that you were happy to go to if you had any personal or emotional problems?

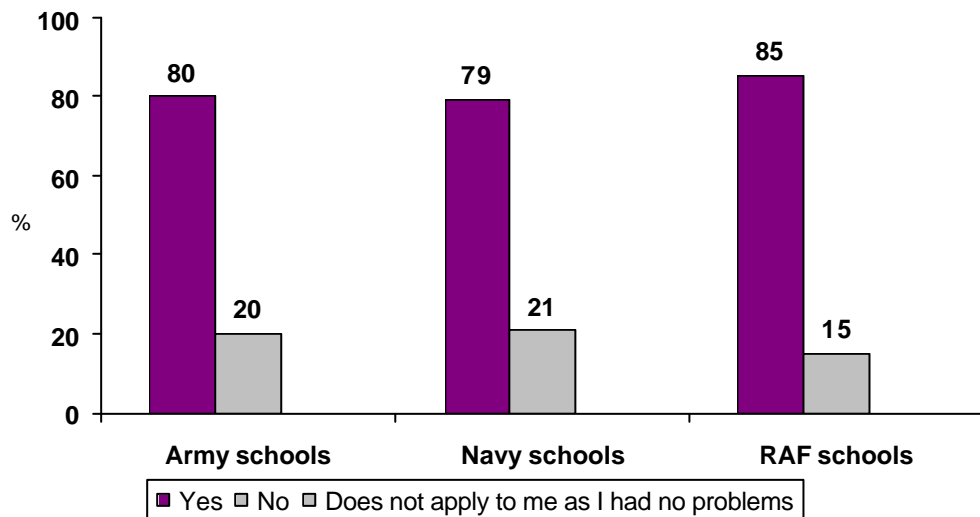


Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 53

Phase 1

If you had any problems with administration (pay, posting, etc.) was there someone to help you deal with them?

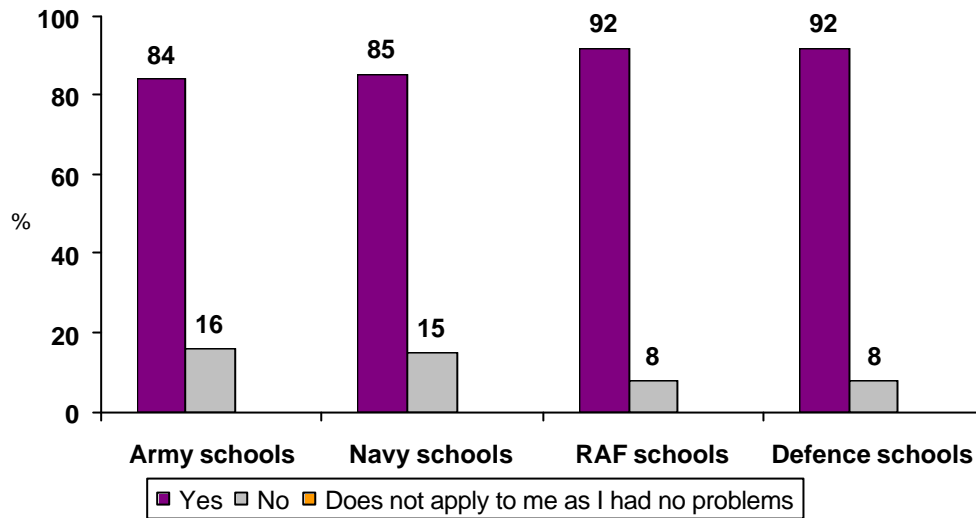


Number of respondents: Army schools (4,484), Navy schools (822), RAF schools (277)

Figure 54

Phase 2

If you had any problems with administration (pay, posting, etc.) was there someone to help you deal with them?



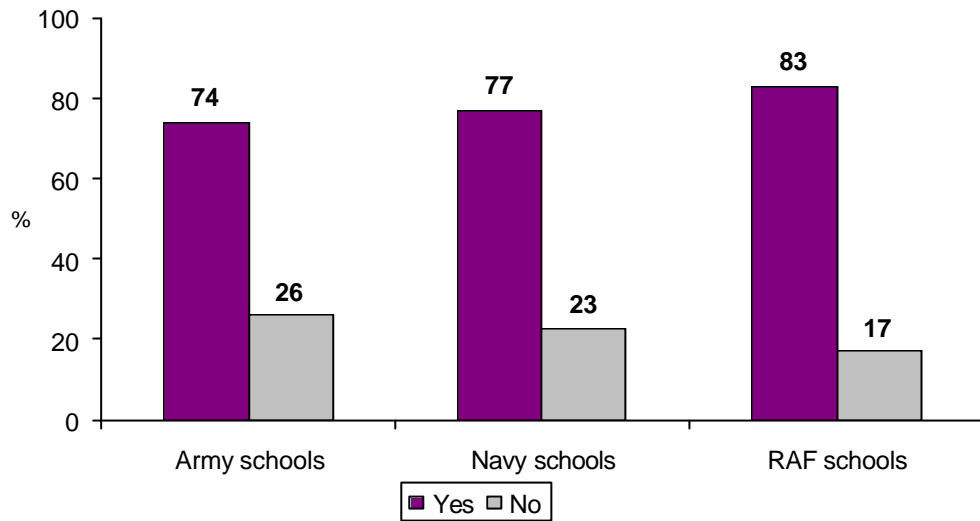
Number of respondents: Army schools (3,545), Navy schools (736), RAF schools (475) Defence schools (225)

Figure 55

83. Of those recruits who had concerns, the vast majority in Phase 1 felt that they had the opportunity to raise all their concerns with a person in authority at their School. For Army trainees this was the case for 74%, for Navy 77% and for RAF 83%. Among Phase 2 recruits with concerns, the proportion who felt they could raise them was higher still (86% Army, 88% Navy and RAF, and 93% for Defence schools).

Phase 1

Did you feel that you had the opportunity to raise all your concerns with a person in authority at XXX?

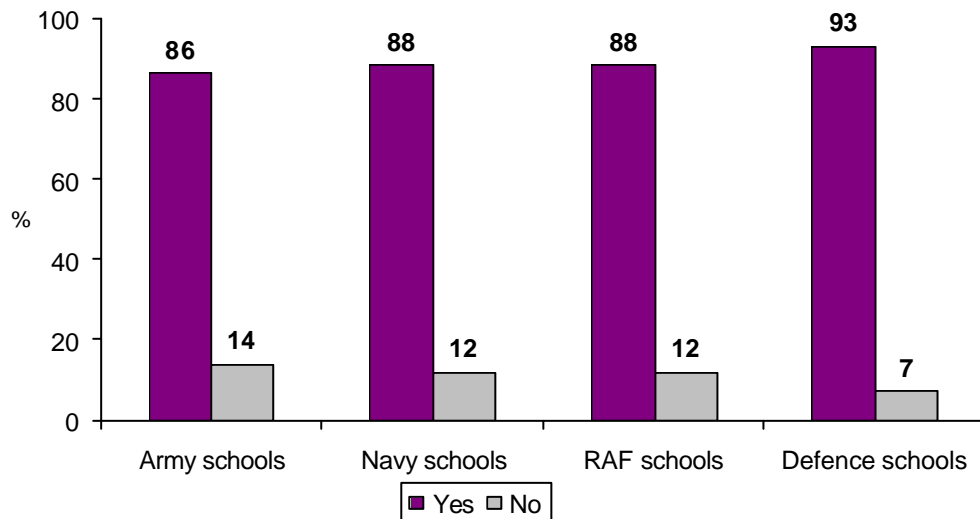


Number of respondents: Army schools (5,937), Navy schools (1,267), RAF schools (387)
Excludes respondents who did not have any concerns.

Figure 56

Phase 2

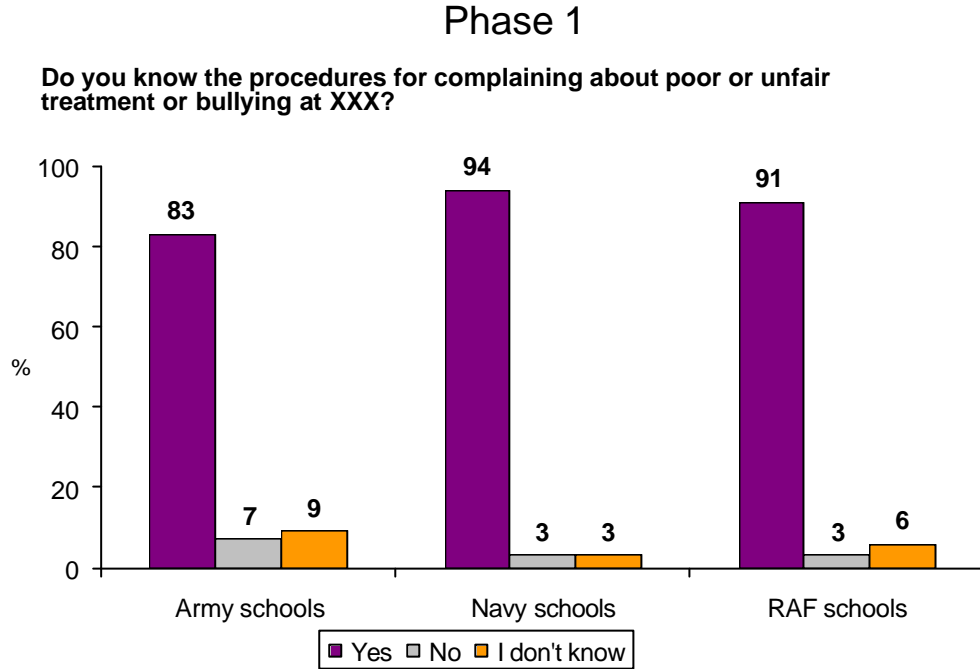
Did you feel that you had the opportunity to raise all your concerns with a person in authority at XXX?



Number of respondents: Army schools (4,128), Navy schools (1,010), RAF schools (606) Defence schools (248)
Excludes respondents who did not have any concerns.

Figure 57

84. In both Phase 1 and Phase 2 training 86% of respondents said that they know the correct procedure for reporting unfair behaviour or bullying. Female respondents were more likely to know who to complain to than their male counterparts, especially during Phase 1 training (90% versus 85%).

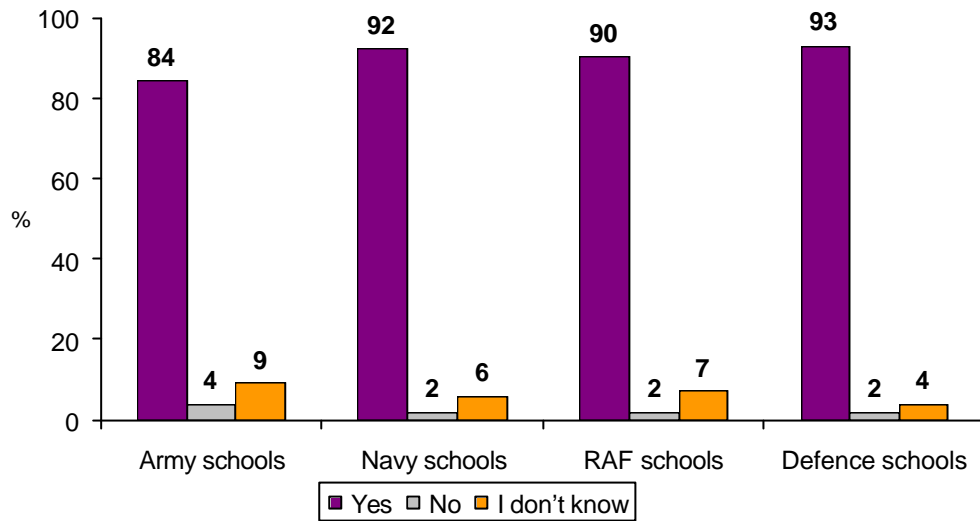


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 58

Phase 2

Do you know the procedures for complaining about poor or unfair treatment or bullying at XXX?



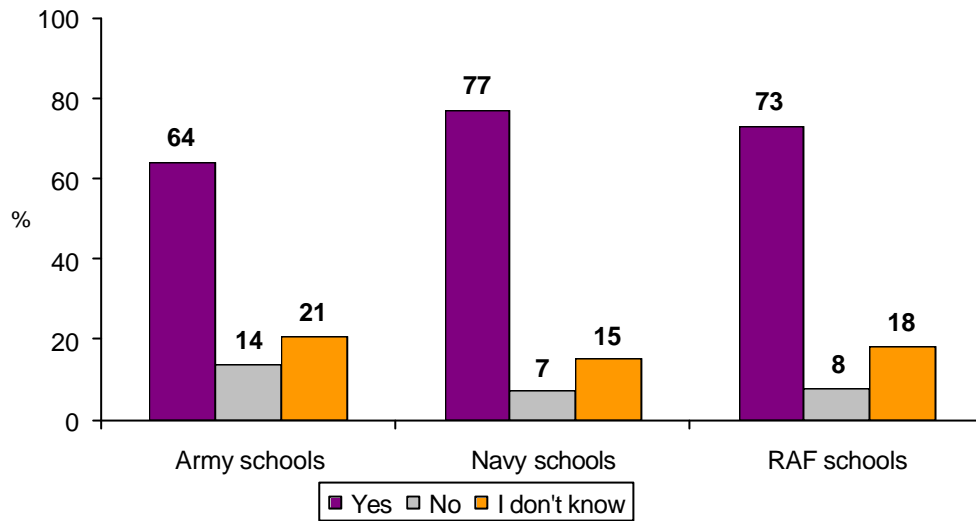
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 59

85. Confidence in the system that deals with complaints was not universally high. While a majority of respondents (69%) believed that any complaint that they made would be dealt with in a fair manner, some respondents across both stages of training and across all schools who were either not sure, or disagreed. Doubt in the fairness of the complaints system was greatest in Phase 1 Army schools where 14% felt that a complaint would not be dealt with in a fair manner, and a further 21% were uncertain.

Phase 1

Do you feel that if you had made a complaint it would have been dealt in a fair manner?

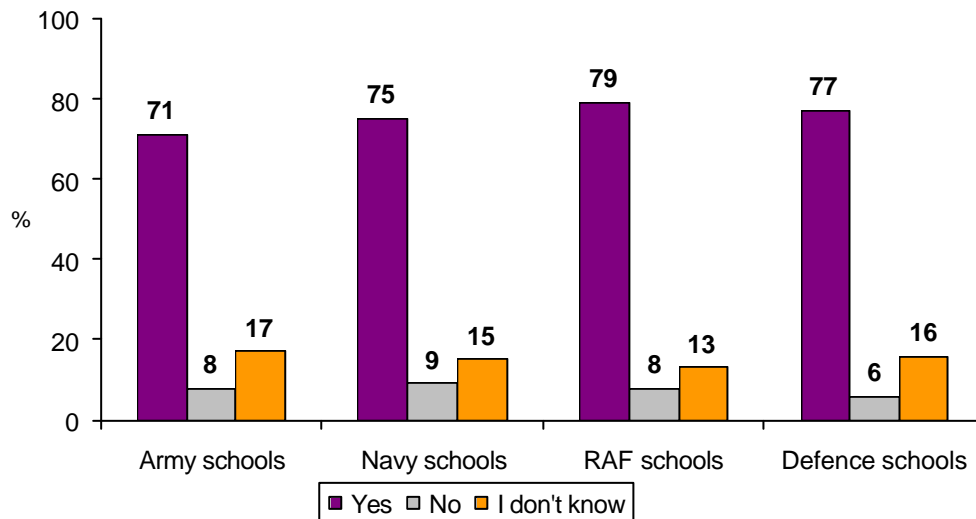


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 60

Phase 2

Do you feel that if you had made a complaint it would have been dealt in a fair manner?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 61

86. For both Phase 1 and Phase 2 recruits the main reasons for not believing that their complaints would be dealt with in a fair manner were that they thought they would have caused further problems on the course (cited by 42% and 33% respectively). This was particularly apparent in the responses of RAF recruits. The second most important reason given was that recruits felt that nothing would be done if they complained (mentioned by 33% in Phase 1 and 32% in Phase 2).

Why do you feel your complaint would not have been dealt with in a fair manner?	Phase 1 Army schools (%)	Phase 1 Navy schools (%)	Phase 1 RAF schools (%)
Do not think people would have believed me	29	21	18
Do think anything would have been done	34	27	27
Think it might have been bad for my career	19	17	25
Worried I might be considered a troublemaker	23	17	28
Think it would have caused problems on the course	43	38	52
Other reason(s)	14	24	17

Figure 62

Why do you feel your complaint would not have been dealt with in a fair manner?	Phase 2 Army schools (%)	Phase 2 Navy schools (%)	Phase 2 RAF schools (%)	Phase 2 Defence schools (%)
Do not think people would have believed me	20	17	21	23
Do think anything would have been done	31	39	27	36
Think it might have been bad for my career	17	17	20	25
Worried I might be considered a troublemaker	14	20	25	15
Think it would have caused problems on the course	30	38	48	35
Other reason(s)	17	23	18	24

Figure 63

FAIRNESS, EQUALITY AND DIVERSITY

EQUAL TREATMENT

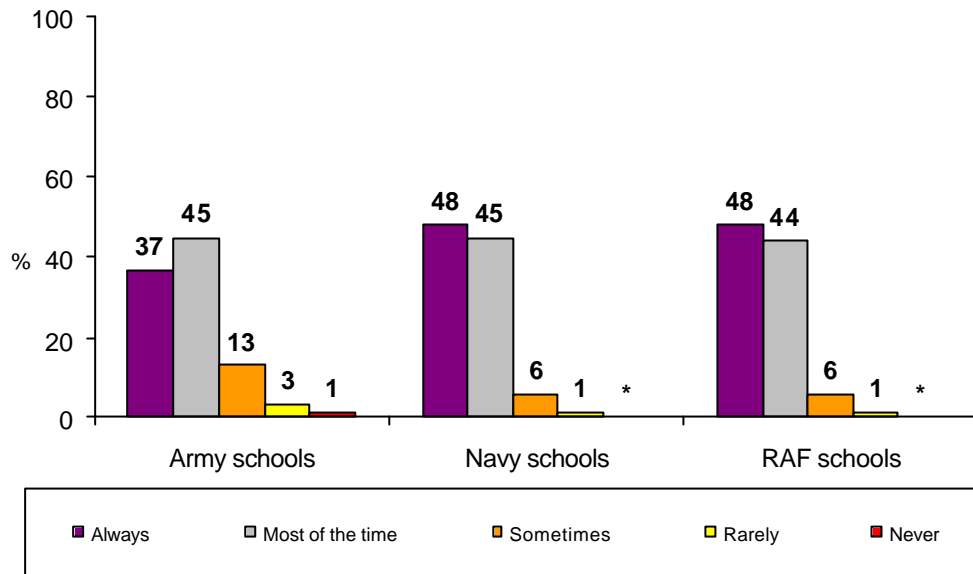
87. Two fifths of respondents in Phase 1 training indicated that they were “always” treated correctly by the staff, and a further 45% said this was the case “most of the time”.

88. Phase 2 respondents were slightly more positive here, as were female respondents (49% of whom said they were treated correctly all the time compared to 43% of men).

89. Phase 1 Army schools were more likely than those in other Services to feel that they were treated correctly by the staff only “sometimes” (13%) or “rarely” (3%) or “never” (1%).

Phase 1

Whilst at XXX I was treated correctly by the staff

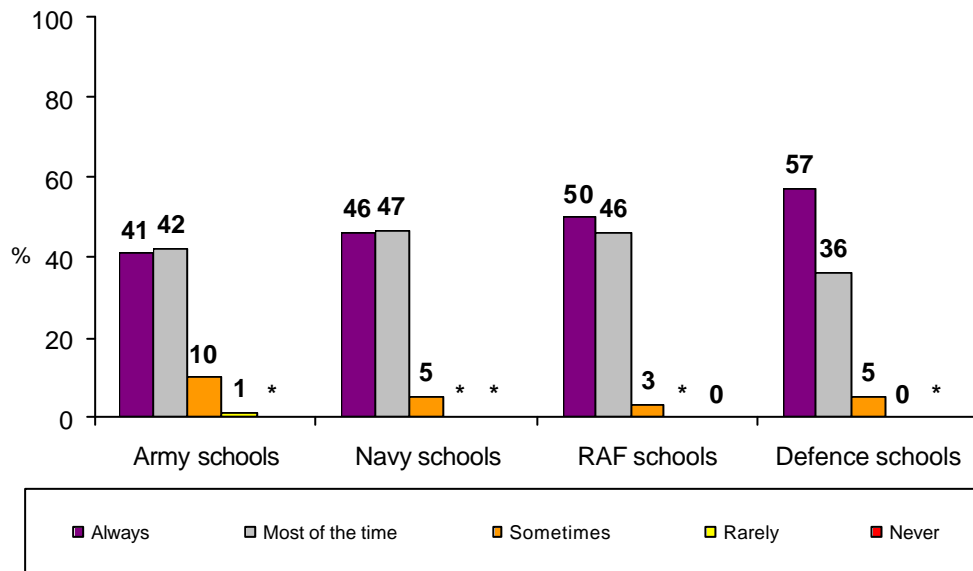


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 64

Phase 2

Whilst at XXX I was treated correctly by the staff



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 65

90. Some 32% of Phase 1 respondents and 36% from Phase 2 think that trainees are all 'always' treated equally. However, in Phase 1 Army Schools some 13% of respondents feel that this is "rarely" or "never" the case, compared to 8% of those in Navy and RAF Phase 1 Schools.
91. Respondents aged 31 or over were significantly more likely than other age groups to think that trainees were all treated equally "always" or "most of the time" (86% deemed this to be the case).

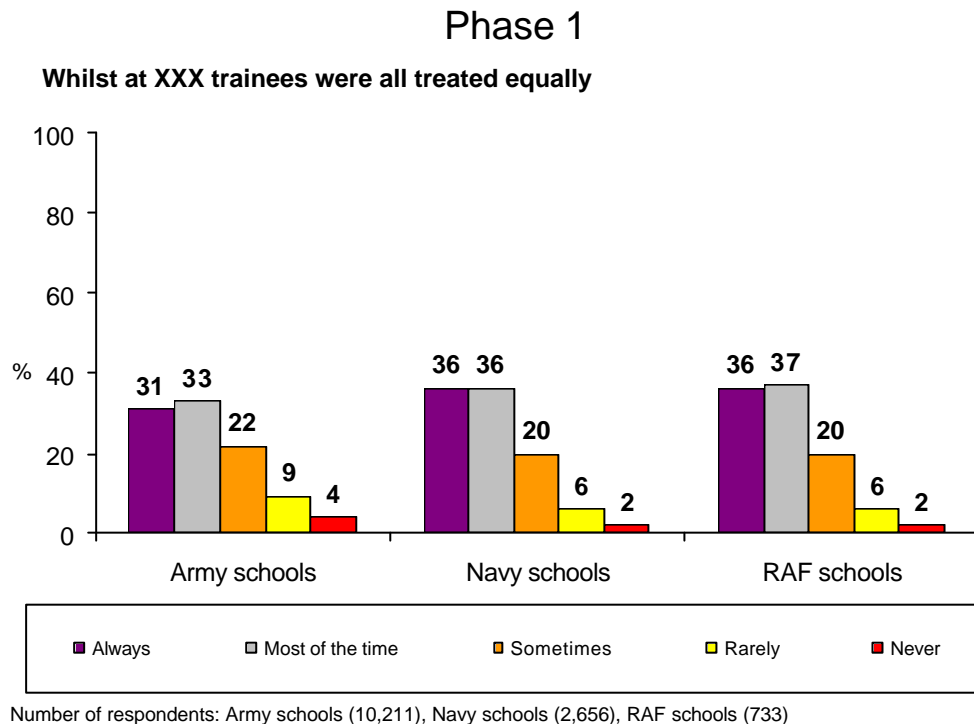
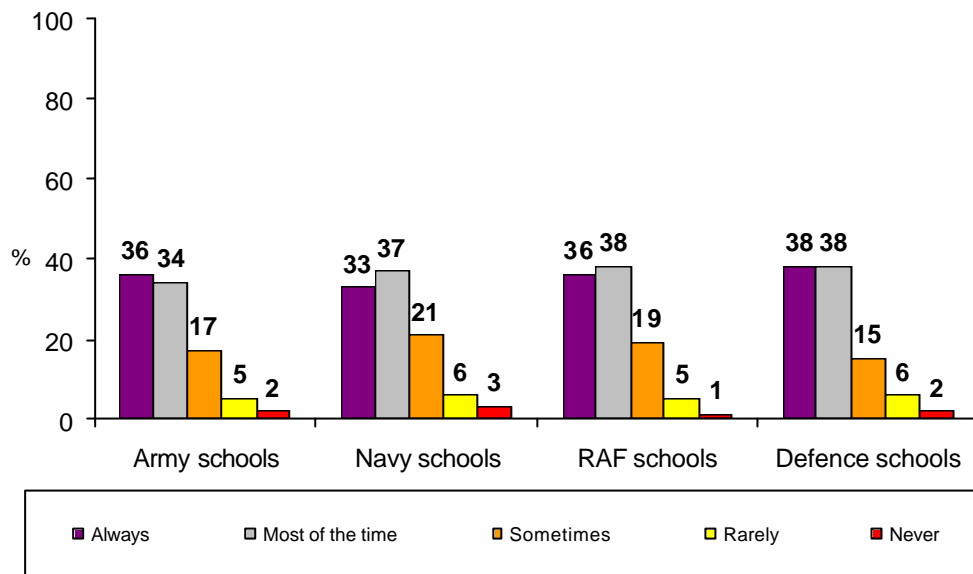


Figure 66

Phase 2

Whilst at XXX trainees were all treated equally



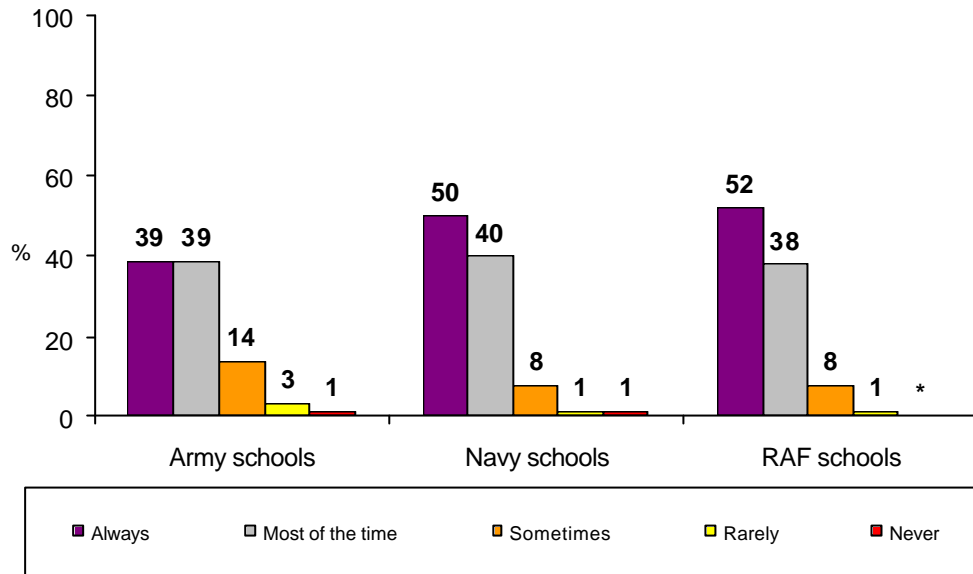
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 67

92. Overall, more than four fifths of trainees (83%) felt that they had been treated fairly either “always” or “most of the time” whilst at their school. Only 78% of those in Phase 1 Army Schools held this view, compared to 90% in equivalent Navy and RAF schools.
93. Some 12% of Phase 2 trainees and 17% in Phase 1 felt they had experienced fair treatment only “sometimes”, “rarely” or “never”.
94. The perception amongst respondents that they had been treated fairly increased with age. The vast majority (93%) of trainees aged 31 or over felt that they had been treated fairly either “always” or “most of the time” compared to 81% of those aged 16-17. Conversely, 7% of those aged 31 or over felt that they had been treated fairly “sometimes”, “rarely” or “never” compared to 17% of those aged 16-17.

Phase 1

Whilst at XXX I was treated fairly

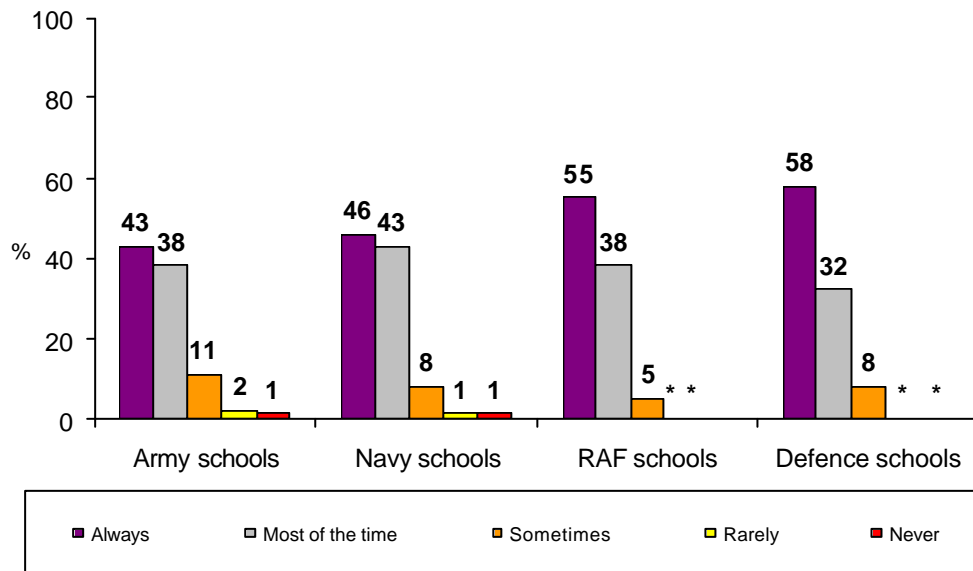


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 68

Phase 2

Whilst at XXX I was treated fairly



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 69

95. Overall, 78% of trainees believed that rules were 'always' applied fairly, or that it happened 'most of the time'. In Phase 1 Army Schools this proportion dropped to 77%, compared to 84% of Navy Phase 1 respondents and 87% of those in RAF Phase 1.

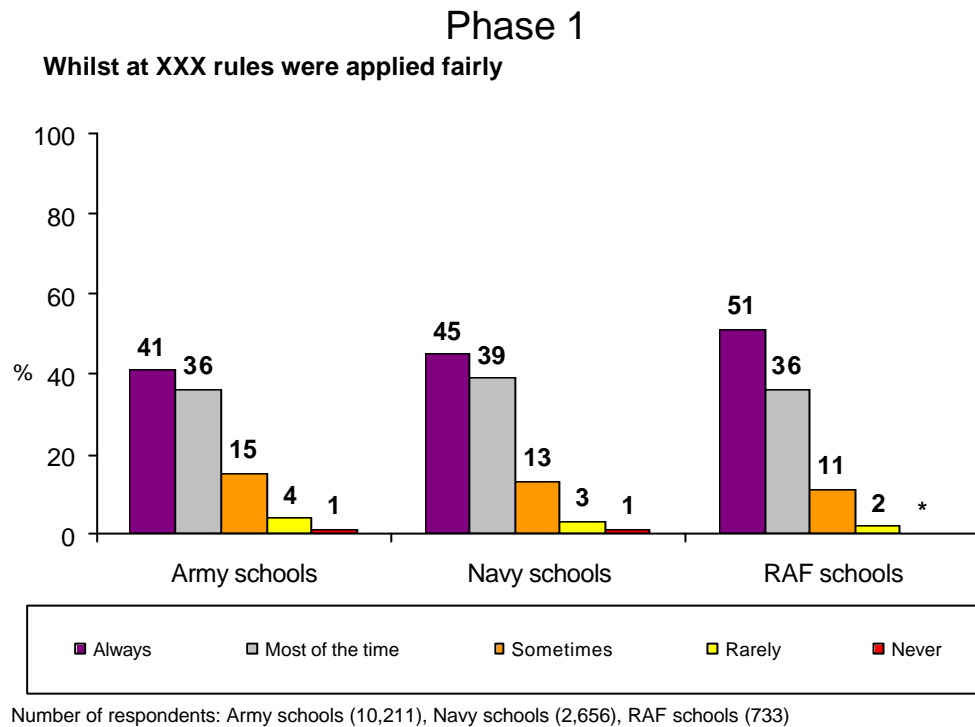


Figure 70

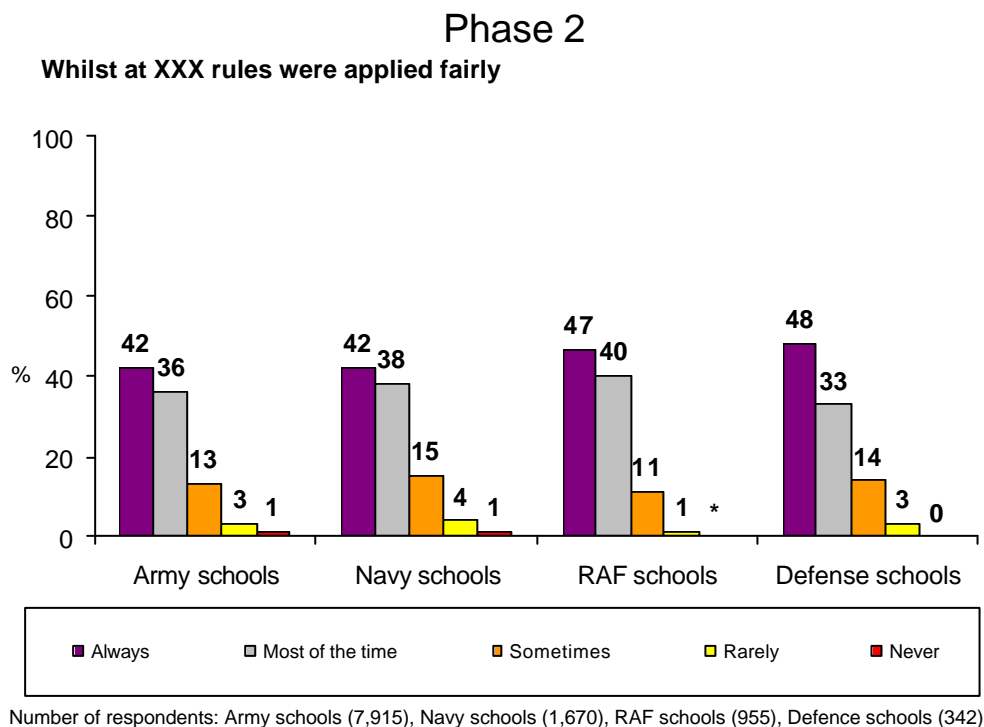


Figure 71

96. Seven tenths of trainees (71%) felt that training was 'always' conducted without sexual or racial harassment. However, those in Army Schools were significantly less likely to hold this opinion (69% in Phase 1 and 65% in Phase 2) compared to trainees in other Services.
97. There was no significant difference between the perceptions of male and female respondents on this issue; however non-white trainees were more likely than white trainees to feel that sexual and racial harassment were more commonplace. Ninety percent of white trainees felt that training was conducted without sexual or racial harassment "always" or "most of the time", compared with 77% of non-white trainees. Correspondingly, 8% of white trainees said this was the case "sometimes", "rarely" or "never" compared to 16% of non-white trainees.
98. Trainees aged 31 or over were more likely to think that training was conducted without sexual or racial harassment compared to younger respondents, with 96% saying that this was the case "always" or "most of the time".

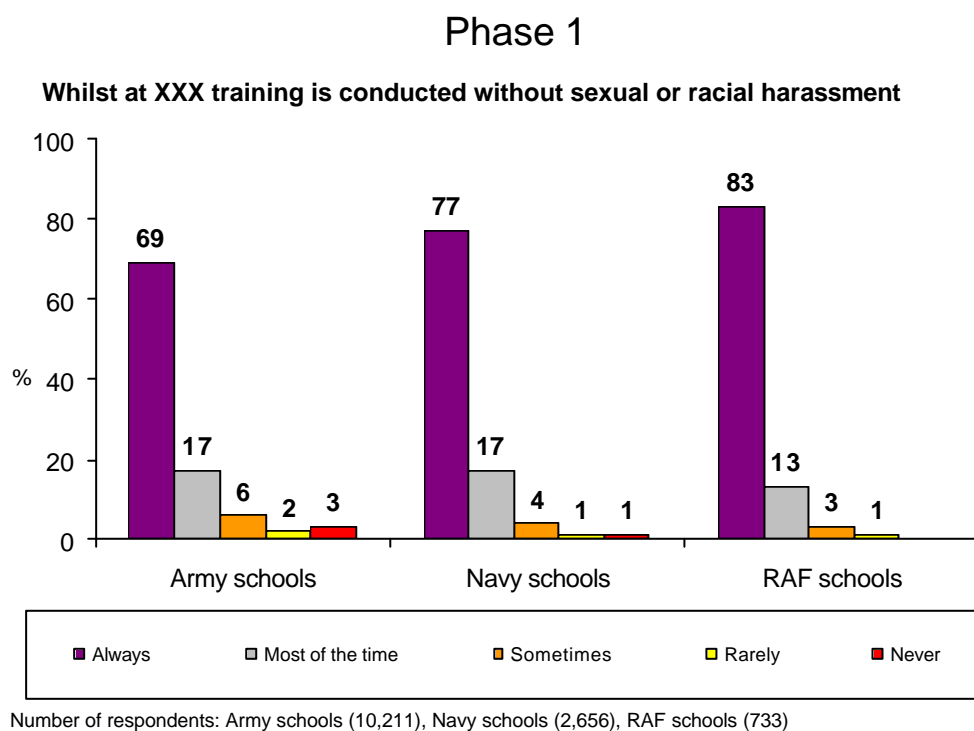
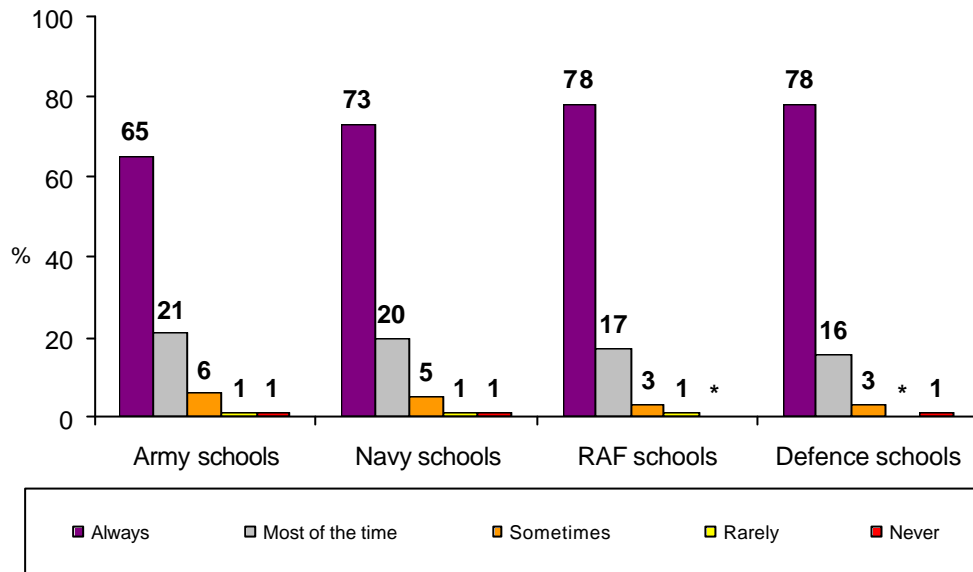


Figure 72

Phase 2

Whilst at XXX training is conducted without sexual or racial harassment



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 73

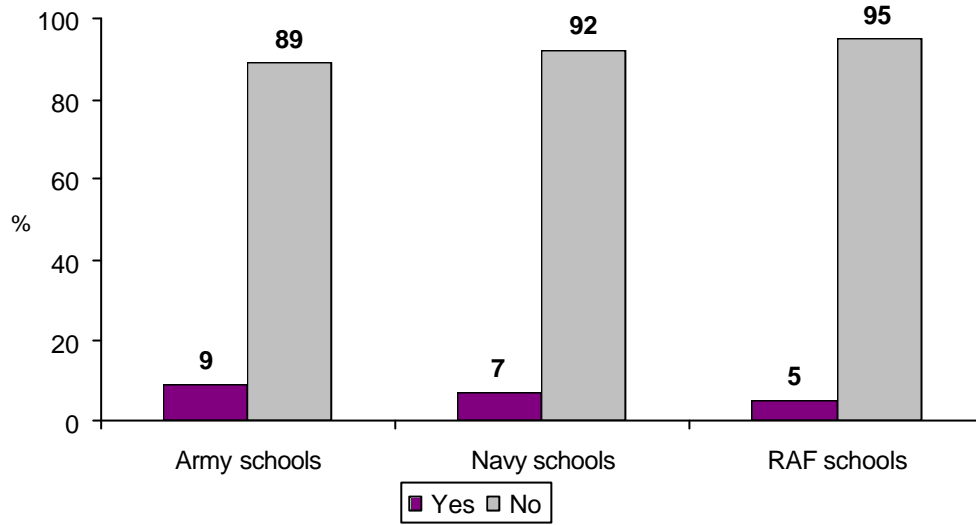
Bad or Unfair Treatment

99. The vast majority of respondents to this survey (92%) said they have not been badly or unfairly treated whilst at their school. However, 7% said this was the case (9% of Phase 1 Army trainees, compared to 7% of Navy and 5% of RAF Phase 1 trainees). Across Phase 2, Navy and Defence trainees reported the highest levels of bad or unfair treatment (7%, compared to 4% of Army trainees and 5% of RAF trainees).

100. Fewer white trainees (7%) felt that they had been badly or unfairly treated compared to non-white trainees (11%), and fewer male trainees (7%) than female trainees (9%) felt this way.

Phase 1

Do you believe that you were badly or unfairly treated by the staff or other trainees whilst at XXX?

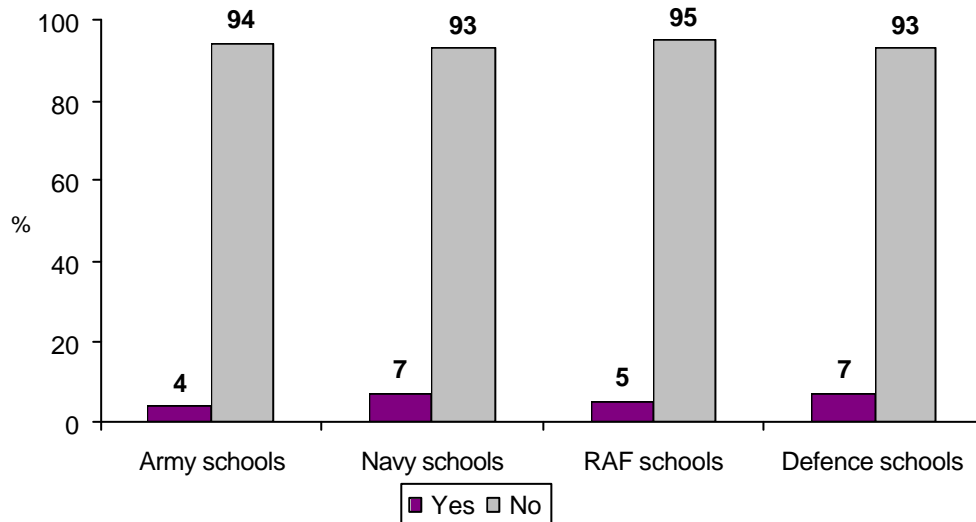


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 74

Phase 2

Do you believe that you were badly or unfairly treated by the staff or other trainees whilst at XXX?



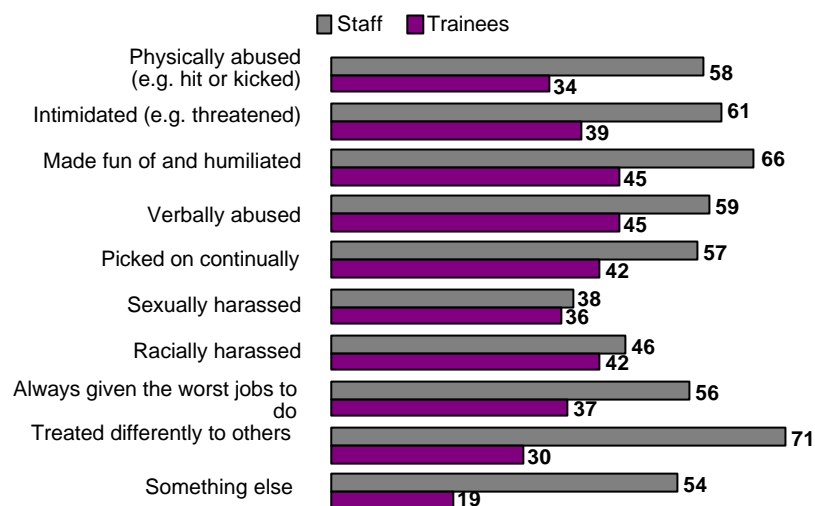
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 75

101. Of all trainees surveyed, some 7% (1,690 people) felt they had been unfairly or badly treated. These respondents were asked to provide more detail on the type of mistreatment they experienced (see Figures 76 - 85):

Phase 1 – Army

Of those who were badly or unfairly treated, the split by staff and trainees is ...



(Number of respondents: see table below)

Figure 76

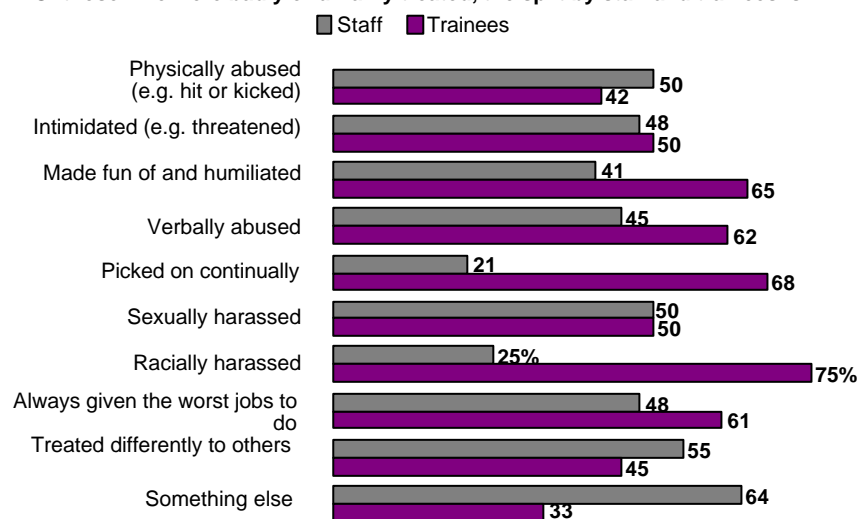
Phase 1 Army		Physically abused		Intimidated		Made fun of an humiliated		Verbally abused		Picked on continually		Sexually harassed	
		By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees
Number of respondents		58	34	61	39	66	45	59	45	57	42	38	36
Frequency	Just once	38		19		10		8		6		38	
	2-5 times	31		27		25		17		21		31	
	5+ times	26		47		56		64		64		18	
Did you make a complaint?		15		14		10		12		16		18	

Phase 1 Army		Racially harassed		Always given the worst jobs to do		Treated differently to others		Something else	
		By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees
Number of respondents		46	42	56	37	71	30	54	19
Frequency	Just once	18		8		15		19	
	2-5 times	27		29		23		23	
	5+ times	31		50		49		44	
Did you make a complaint?		14		10		13		11	

Figure 77

Phase 1 – Navy

Of those who were badly or unfairly treated, the split by staff and trainees is ...



(Number of respondents: see table below)

Figure 78

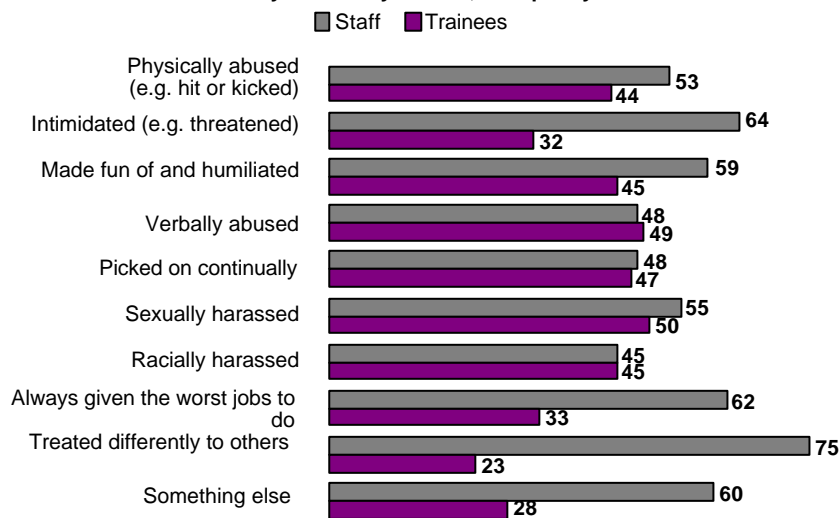
Phase 1 Navy		Physically abused		Intimidated		Made fun of an humiliated		Verbally abused		Picked on continually		Sexually harassed	
		By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees
Number of respondents		50	42	48	50	41	65	45	62	21	68	50	50
Frequency	Just once	58		29		13		9		11		75	
	2-5 times	17		29		31		26		26		0	
	5+ times	17		40		56		65		63		25	
Did you make a complaint?		42		29		19		17		26		-	

Phase 1 Navy		Racially harassed		Always given the worst jobs to do		Treated differently to others		Something else	
		By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees
Number of respondents		25	75	48	61	55	45	64	33
Frequency	Just once	38		22		25		41	
	2-5 times	38		22		36		28	
	5+ times	25		52		39		31	
Did you make a complaint?		25		9		9		16	

Figure 79

Phase 2 – Army

Of those who were badly or unfairly treated, the split by staff and trainees is ...



(Number of respondents: see table below)

Figure 80

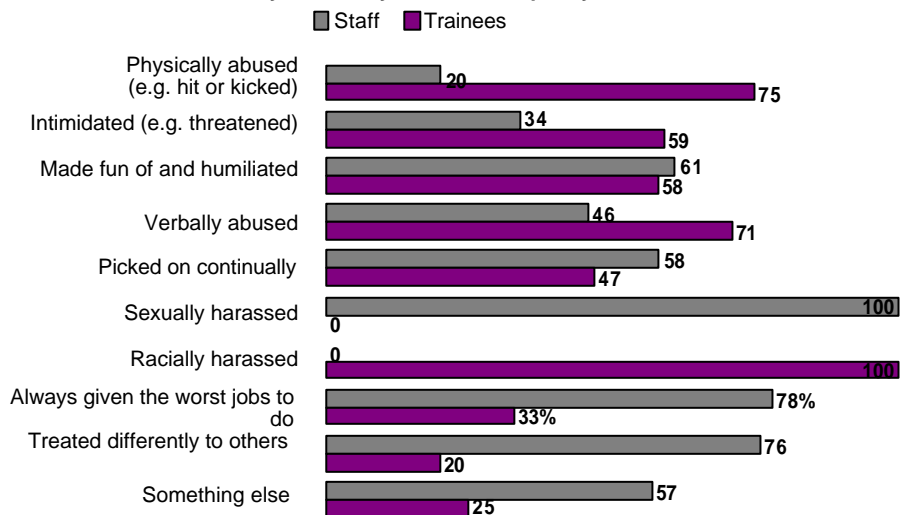
Phase 2 Army		Physically abused		Intimidated		Made fun of an humiliated		Verbally abused		Picked on continually		Sexually harassed	
		By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees
Number respondents	of	53	44	64	32	59	45	48	49	48	47	55	50
Frequency	Just once	39		26		12		17		9		36	
	2-5 times	28		38		39		31		41		41	
	5+ times	23		28		41		44		41		23	
Did you make a complaint?		20		9		11		17		17		-	

Phase 2 Army		Racially harassed		Always given the worst jobs to do		Treated differently to others		Something else	
		By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees
Number respondents	of	45	45	62	33	75	23	60	28
Frequency	Just once	24		18		18		38	
	2-5 times	42		44		48		36	
	5+ times	33		38		33		24	
Did you make a complaint?		6		13		8		9	

Figure 81

Phase 2 – Navy

Of those who were badly or unfairly treated, the split by staff and trainees is ...



(Number of respondents: see table below)

Figure 82

Phase 2 Navy		Physically abused		Intimidated		Made fun of an humiliated		Verbally abused		Picked on continually		Sexually harassed	
		By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees
Number respondents	of	20	75	34	59	61	58	46	71	58	47	100	0
Frequency	Just once	35		16		8		7		11		100	
	2-5 times	30		44		34		18		37		0	
	5+ times	20		34		50		54		37		0	
Did you make a complaint?		40		22		32		29		16		50	

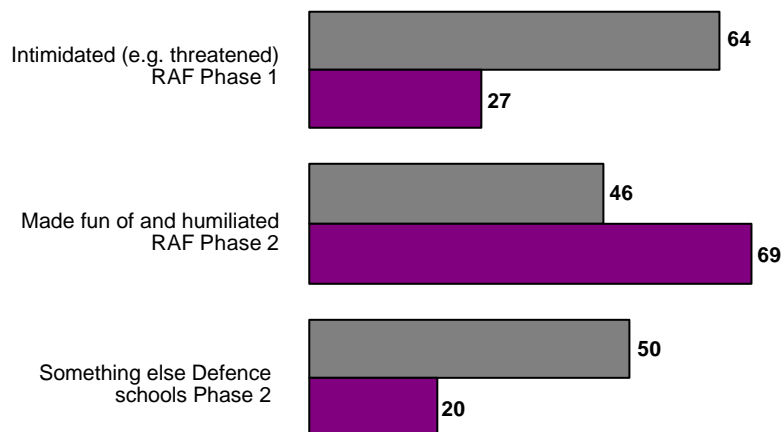
Phase 2 Navy		Racially harassed		Always given the worst jobs to do		Treated differently to others		Something else	
		By staff	By trainees	By staff	By trainees	By staff	By trainees	By staff	By trainees
Number respondents	of	0	100	75	33	76	20	57	25
Frequency	Just once	50		0		12		32	
	2-5 times	0		44		16		18	
	5+ times	50		44		64		46	
Did you make a complaint?		0		0		8		18	

Figure 83

Phase 1 & 2 – RAF & Defence

Of those who were badly or unfairly treated, the split by staff and trainees is ...

■ Staff ■ Trainees



(Number of respondents: see table below)

Figure 84

Phase 1 and 2 RAF & Defence		Intimidated RAF Phase 1		Made fun of an humiliated RAF Phase 2		Something else Defence Phase 2	
		By staff	By trainees	By staff	By trainees	By staff	By trainees
Number respondents	of	64	27	46	69	50	20
Frequency	Just once	27		31		70	
	2-5 times	27		31		0	
	5+ times	36		31		10	
Did you make a complaint?		0		15		20	

Figure 85

102. Thirty two percent of those who felt that they had been badly or unfairly treated said that they had been intimidated (which equates to 2.3% of all respondents). Again, over half (58%) of this perceived mistreatment came from members of staff.
103. Over four in ten trainees (42%) who experienced incidents of intimidation said that they had occurred more than five times whilst the trainee was at their school, twice as many as the proportion who said that the intimidation was an isolated incident (21%).
104. Around a third of trainees (34%) who felt that they had been badly or unfairly treated stated that they had been made fun of and humiliated (which amounts to 2.4% of all respondents). The majority of these cited incidents (61%) had been by members of staff.
105. A third of those (33%) who felt that they had been badly or unfairly treated stated that they had been verbally abused (2.3% of all trainees). Again, over half (55%) of this perceived mistreatment came from members of staff.
106. Six in ten of these reported incidents occurred more than five times during the trainees stay at the school.
107. Just over a fifth (22%) of those who stated that they had been badly or unfairly treated felt that they had been picked on continually (1.5% of all trainees). Again, over half (53%) of this perceived mistreatment came from members of staff.
108. Four percent of those who felt that they had been badly or unfairly treated stated that they had been sexually harassed (which equates to 0.3% of all trainees). There were no statistically significant differences between male and female trainees.

109. Seven percent of those who felt that they had been badly or unfairly treated stated that they had been racially harassed (which equates to 0.5% of all trainees). The incidence was significantly lower among white trainees (0.26%) than among non-white trainees (2.45%).
110. Twelve percent of those who felt that they had been badly or unfairly treated stated that they had always been given the worst jobs to do (0.8% of all trainees). Of these, 39% said this perceived mistreatment came from other trainees.
111. Eighteen percent of those who felt that they had been badly or unfairly treated stated that they had been treated differently to others (which equates to 1.2% of all respondents). Seven out of ten of these cited incidents were by members of staff and 45% of those who had been mistreated in this way had experienced it more than five times during their stay.
112. Fewer male trainees perceived that they had been treated differently (1.2% of all male trainees, compared with 1.7% of all female trainees) as did fewer white trainees (1.1% of all white trainees, compared with 2.4% of non-white trainees).
113. Seventeen percent of those who felt that they had been badly or unfairly treated stated that their mistreatment had been something else that was not listed (1.2% of all trainees).

REASONS FOR BAD OR UNFAIR TREATMENT

114. The most common reason cited by trainees for their mistreatment was because of where they come from (ie in terms of location). The proportion who felt this was the same (25%) across the both white and non-white trainees, but more male trainees felt that this was the reason that they had been mistreated than females (27% and 15% respectively).
115. The next most commonly mentioned cause for mistreatment was because of the respondent's social background/class. Again, there were no significant difference between the responses of white and non-white trainees but a higher portion of men regarded it as a causal factor than women (19% and 10% respectively).
116. Nearly half (49%) of non-white trainees who had been mistreated felt that it was because of their race, colour or ethnic origin, compared to 3% of white trainees. And 21% of female trainees who had been mistreated believed it was due to their sex, compared to 3% of male trainees.
117. Whilst 40% of trainees who felt that they had been mistreated stated that the reason was "something else", these descriptions given here varied from "because of my learning problems" and "because I was injured".

Phase 1

Why do you think you were badly or unfairly treated?

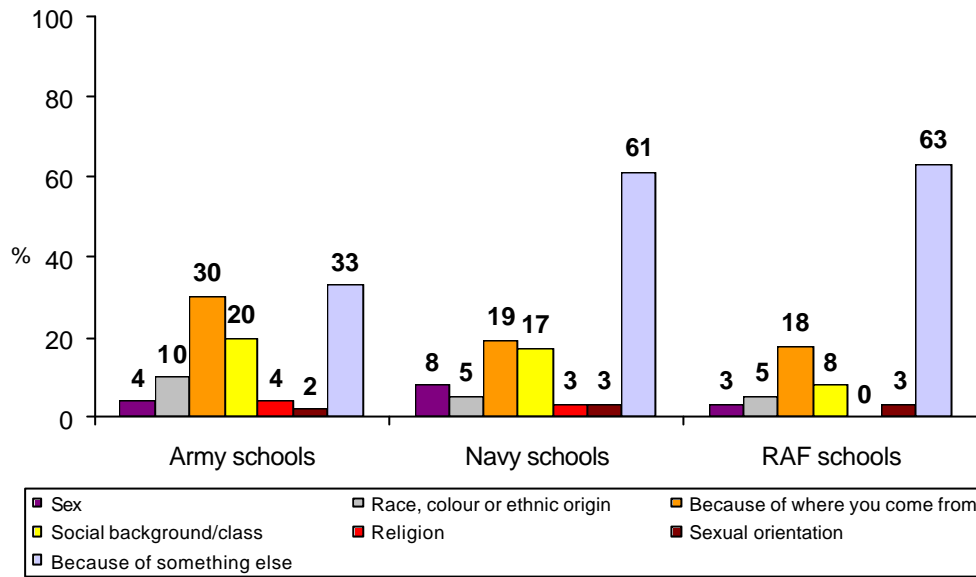


Figure 86

Phase 2

Why do you think you were badly or unfairly treated?

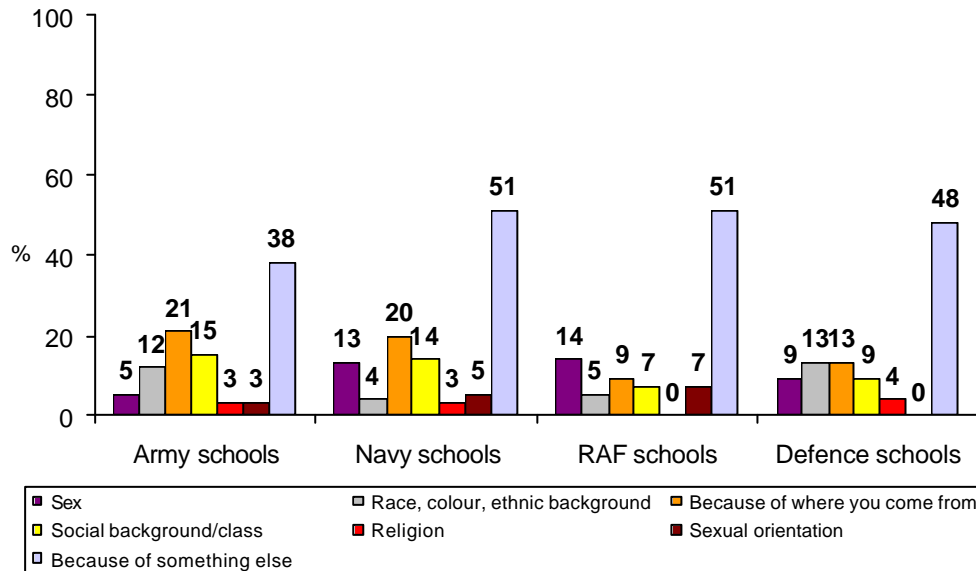
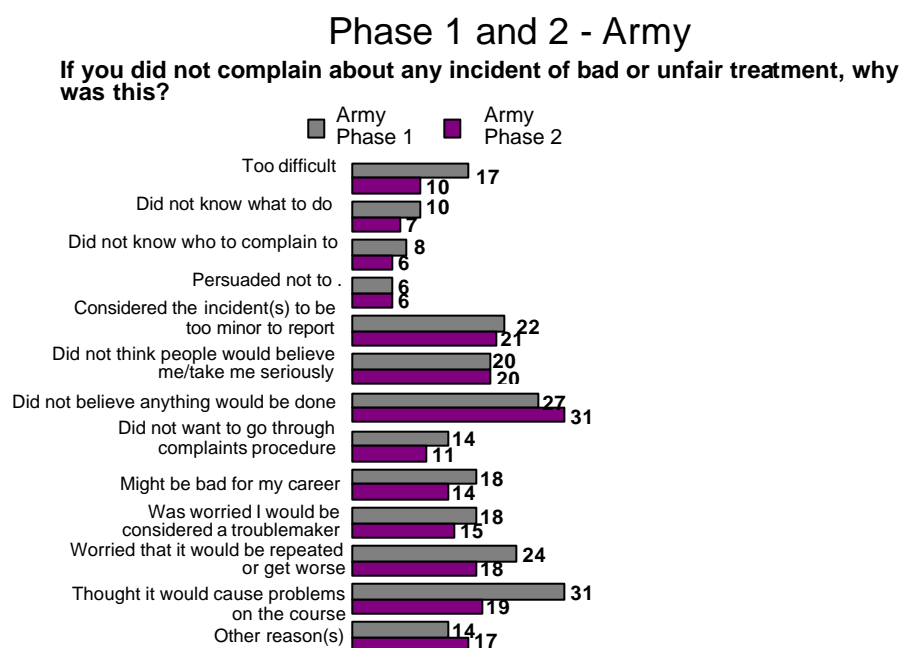


Figure 87

COMPLAINTS

118. The 1,417 trainees who felt they had experienced poor or unfair treatment but didn't complain about it were asked why they didn't complain. In keeping with the results described in the complaints section of this report the most common reason given by trainees for not complaining was that they thought that it would have caused problems on the course (cited by 29%). More white trainees held this view than non-white trainees (31% and 19% respectively).

119. The next most commonly cited reasons were "I did not believe anything would be done" (28%), "I considered the incident(s) too minor to report" (23%) and "I was worried that it would be repeated or get worse" (21%).

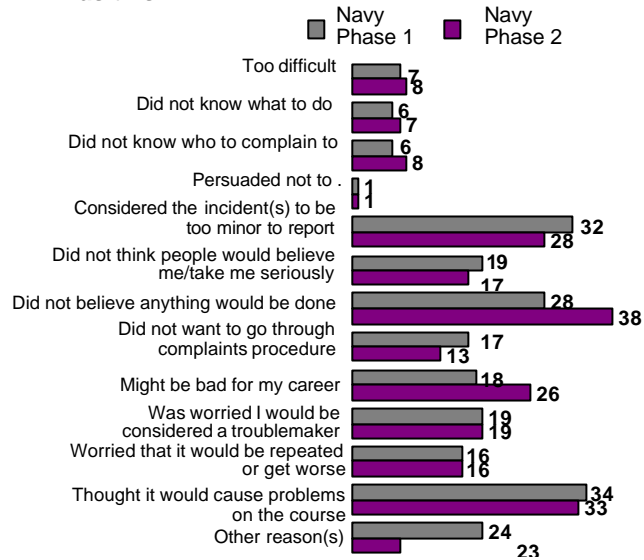


(Number of respondents: 1,094)

Figure 88

Phase 1 and 2 - Navy

If you did not complain about any incident of bad or unfair treatment, why was this?

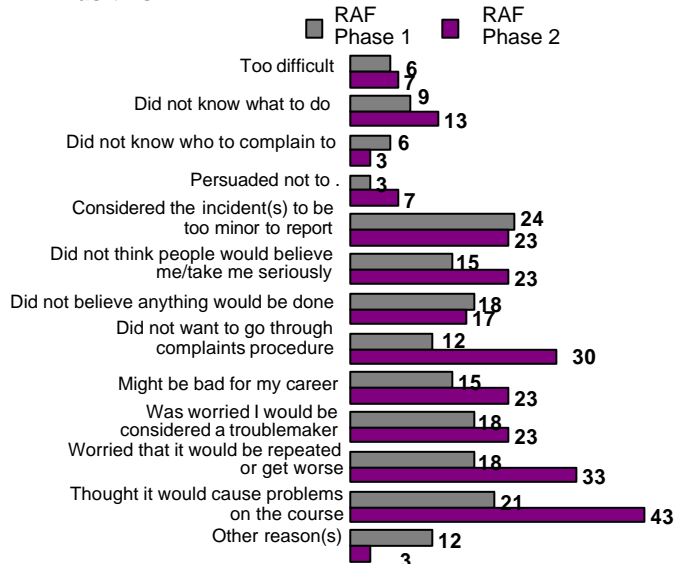


(Number of respondents: 241)

Figure 89

Phase 1 and 2 - RAF

If you did not complain about any incident of bad or unfair treatment, why was this?

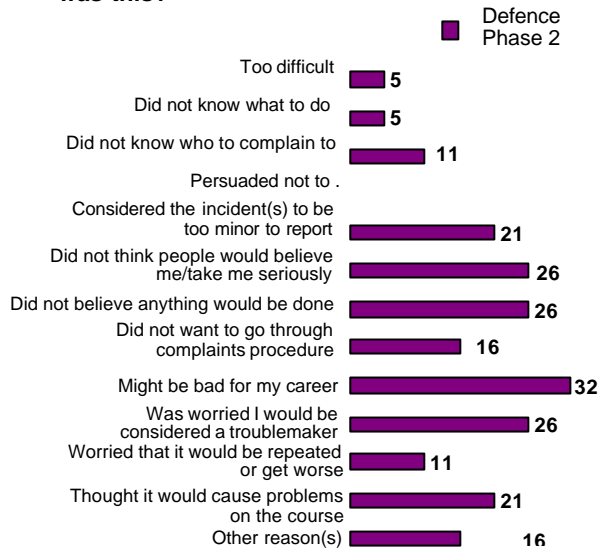


(Number of respondents: 63)

Figure 90

Phase 2 - Defence

If you did not complain about any incident of bad or unfair treatment, why was this?



(Number of respondents: 19)

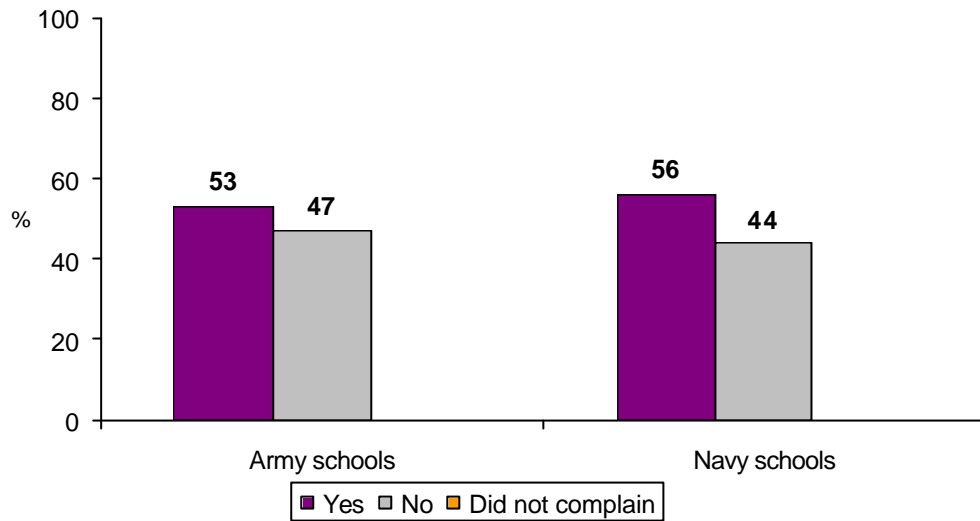
Figure 91

120. Over half (55%) of Phase 1 trainees who made a complaint about their treatment thought that it had been dealt with fairly, but some 45% said this wasn't the case. Responses from Phase 2 trainees were, however, more positive as 66% of them felt that their complaint had been dealt with fairly while 34% said that it had not been.

121. Overall, a greater proportion of female trainees thought that their complaints had been dealt with fairly (78%) than male trainees (53%) and more white trainees (62%) held this to be the case than non-white trainees (45%). More than half (55%) of non-white trainees did not think that their complaint had been dealt with fairly.

Phase 1

If you made a complaint was it dealt with fairly?

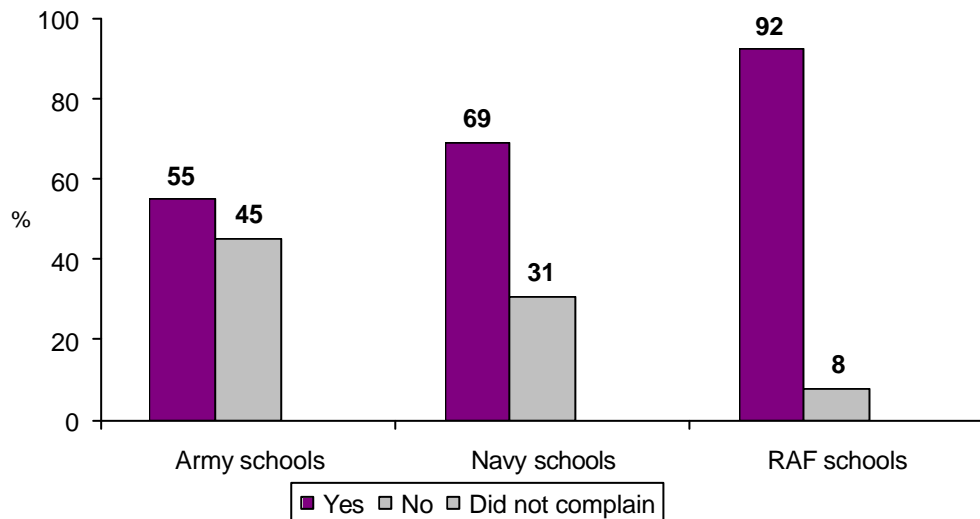


Number of respondents: Army schools (115), Navy schools (41)

Figure 92

Phase 2

If you made a complaint was it dealt with fairly?

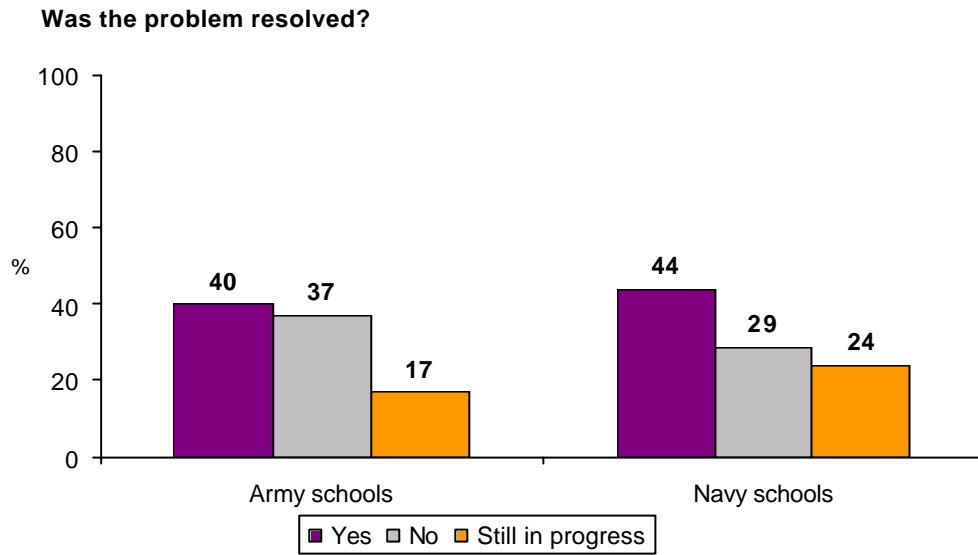


Number of respondents: Army schools (42), Navy schools (29), RAF schools (12)

Figure 93

122. Trainees reported that 44% of their complaints had been resolved, while 32% had not and 19% were still in progress.

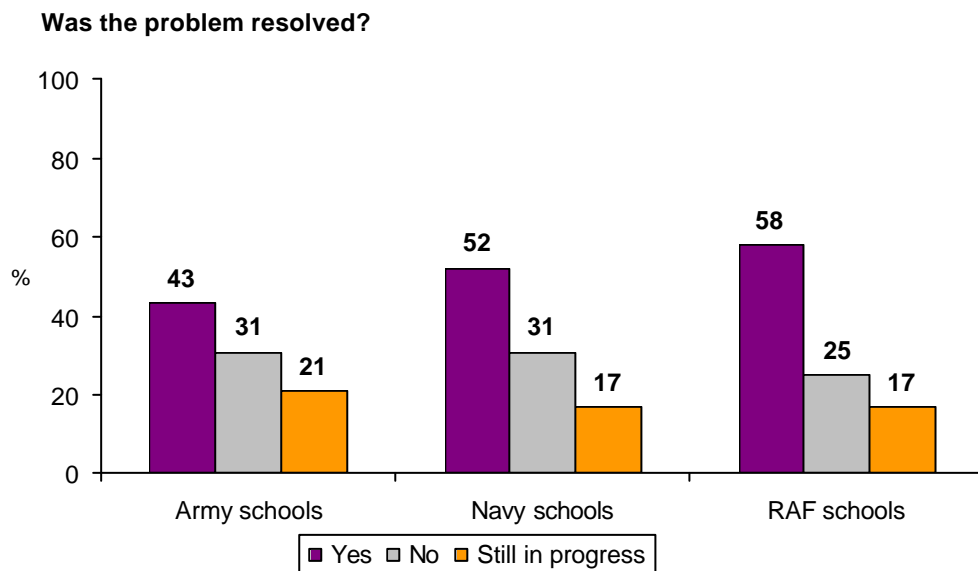
Phase 1



Number of respondents: Army schools (115), Navy schools (41)

Figure 94

Phase 2



Number of respondents: Army schools (42), Navy schools (29), RAF schools (12)

Figure 95

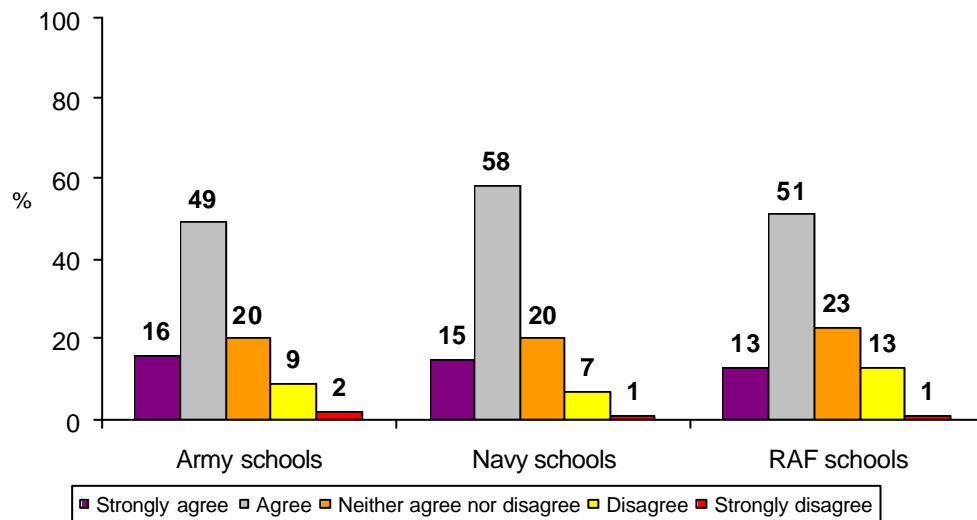
GENERAL

THE COURSE

123. Over seven in ten trainees (71%) agreed that they were prepared for their course (67% of those from Phase 1 and 75% of those from Phase 2). Fewer trainees agreed that they were prepared for RAF (66%), Defence (67%) and Army schools (70%) than Navy schools (73%).
124. Ten percent of Phase 1 trainees felt unprepared compared with 6% of those from Phase 2 schools (RAF trainees were least likely to feel prepared, at 11%).
125. A lower proportion of female recruits felt that they were prepared for the course (65% agreeing and 10% disagreeing) than their male peers (71% agreeing and 8% disagreeing). Non-white trainees felt more prepared (78% agreeing and 4% disagreeing) than white trainees (70% agreeing and 8% disagreeing) and older trainees felt more prepared than younger ones (81% for 26-30 year olds and 78% for 31+ compared to 67% for 16-17 year olds and 69% for 18-19 year old trainees).

Phase 1

I was prepared for the course

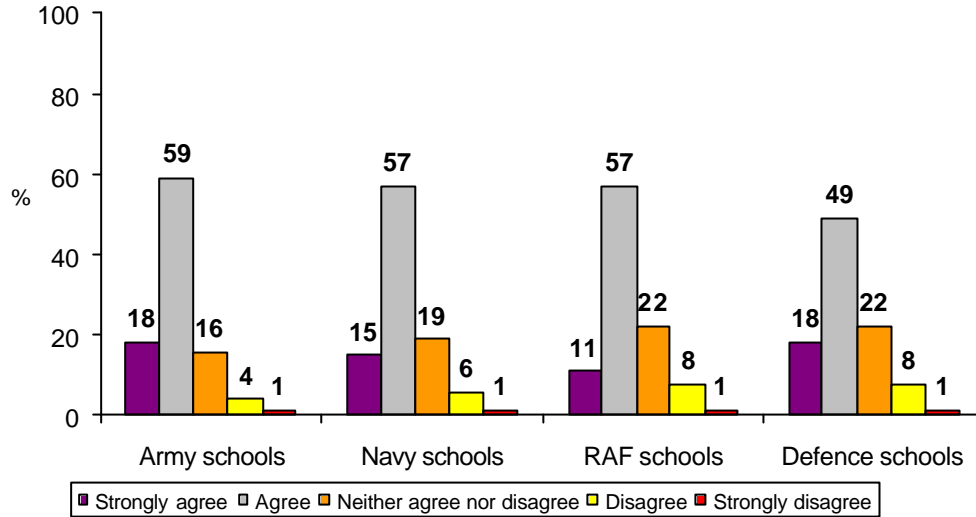


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 96

Phase 2

I was prepared for the course



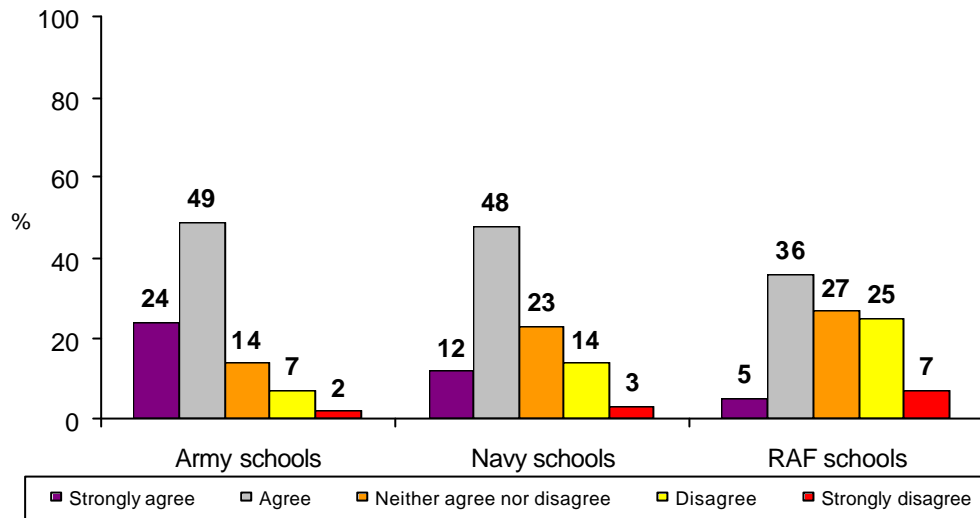
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 97

126. Just over seven in ten trainees (71%) agreed that they had received regular feedback on their performance while just over one in ten (11%) disagreed. Of Phase 1 schools feedback appears most effective in the Army (where 73% of trainees say they get it) and least effective in the RAF (41%). Of Phase 2 respondents those in Defence schools were most likely to say that they get regular feedback (81%).

Phase 1

I receive regular feedback on my performance

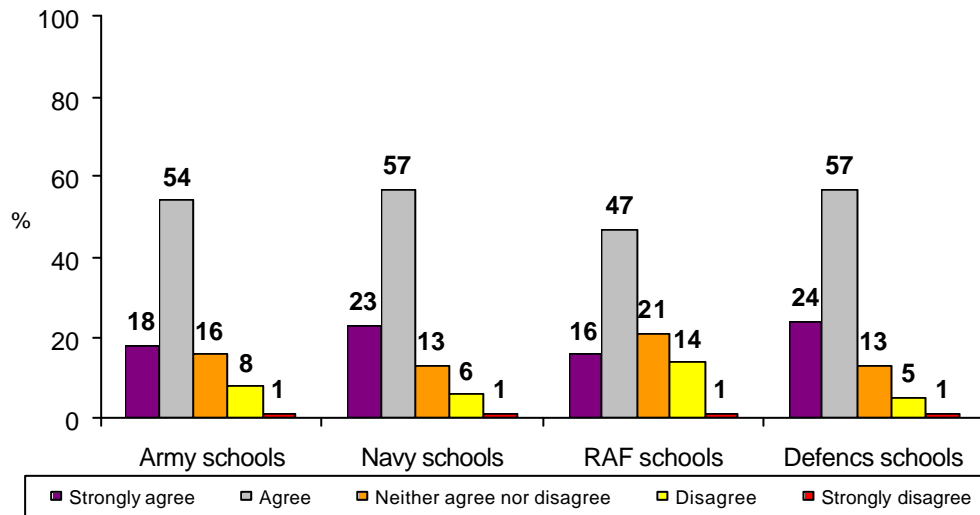


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 98

Phase 2

I receive regular feedback on my performance



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 99

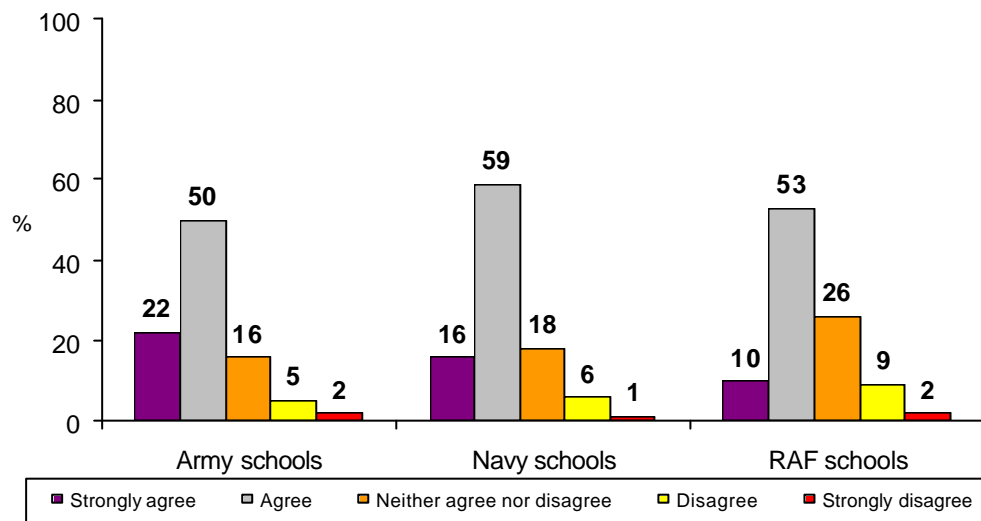
127. Over three quarters of trainees (76%) agreed that the reasons for doing things had been explained to them with 6% disagreeing. A lower proportion

of Phase 1 trainees agreed (72%) than Phase 2 trainees (80%), while 7% of Phase 1 trainees disagreed compared to 4% of Phase 2 trainees.

128. A significantly lower proportion of RAF trainees felt that they were given these explanations than the other Services (69%, compared to 76% in Army establishments and 77% in Navy training establishments).

Phase 1

The reasons for doing things were explained to me

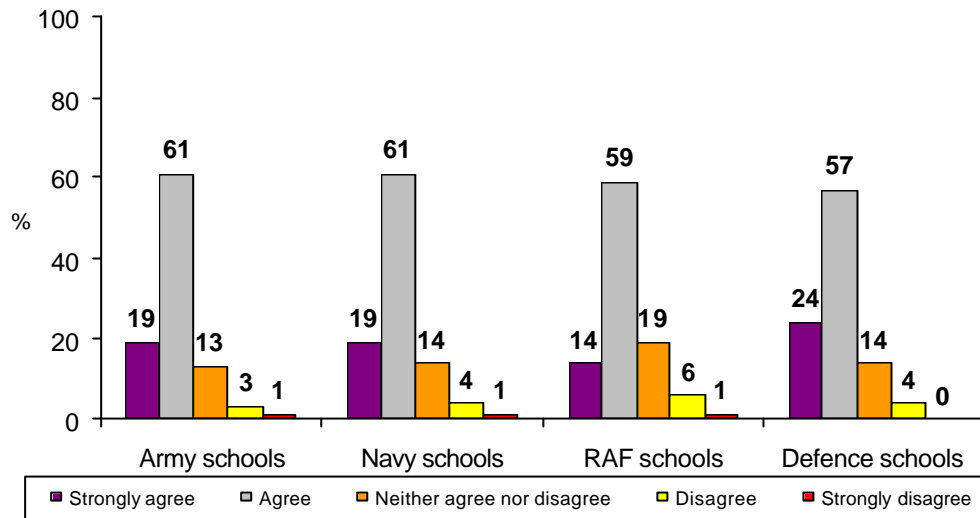


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 100

Phase 2

The reasons for doing things were explained to me



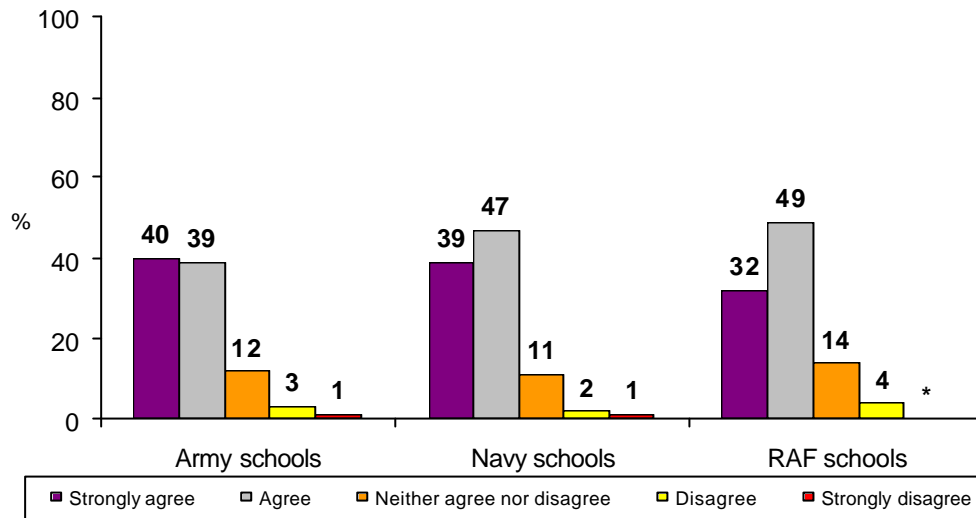
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 101

129. Over four fifths (84%) of trainees agreed that the staff / instructors did all they could to help them during their training (81% from Phase 1 and 87% from Phase 2). Only 3% disagreed (4% from Phase 1 and 2% from Phase 2). Army school trainees were less likely to agree (82%) compared to those in the other Services.

Phase 1

The staff/instructors did all they could to help me succeed in training

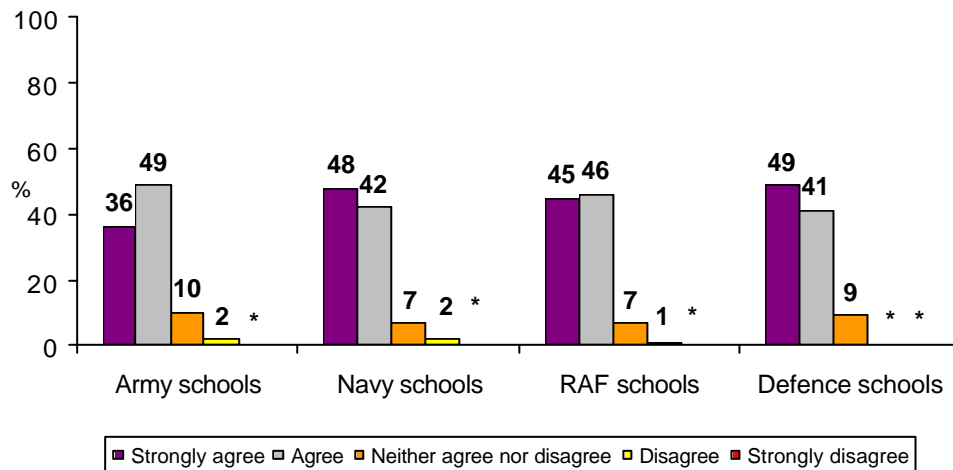


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 102

Phase 2

The staff/instructors did all they could to help me succeed in training



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

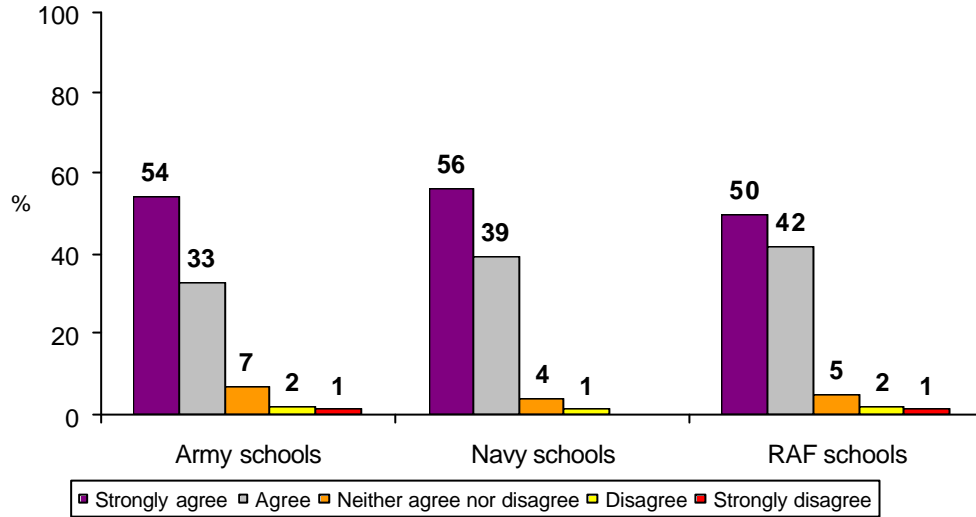
Figure 103

130. A large majority (89%) of trainees felt that they had personally benefited from their course with only 2% disagreeing. A significantly lower proportion of Army school trainees agreed with this compared to the other Services

(87%, versus 93% of trainees in Navy establishments and 94% in RAF establishments).

Phase 1

I feel I personally benefited from the course?

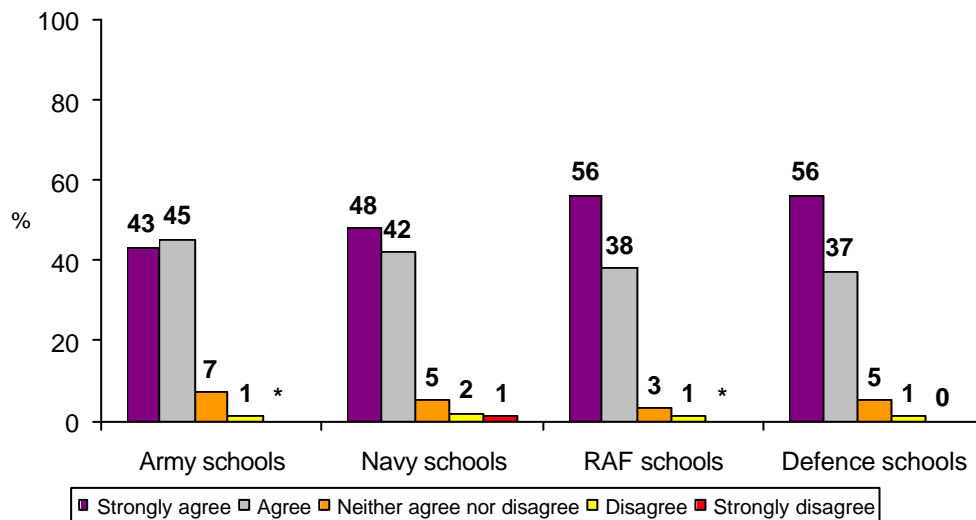


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 104

Phase 2

I feel I personally benefited from the course?



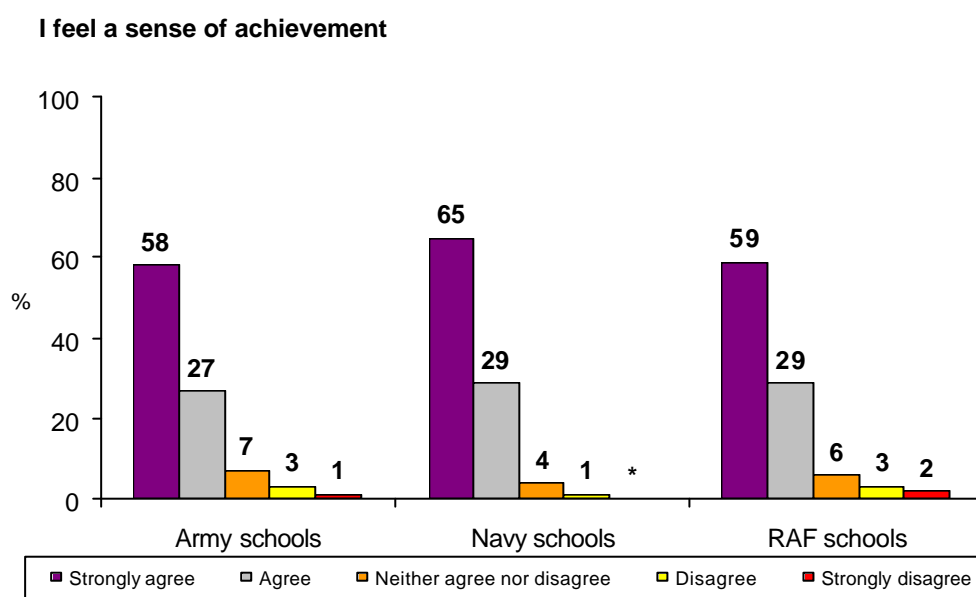
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 105

131. Some 88% of all trainees agreed that they felt a sense of achievement (55% strongly agreed with this statement).

132. A lower proportion of male trainees agreed with this statement (87%) than female trainees (91%), while the proportion who did not feel a sense of achievement, though still very small, was higher in Phase 1 (4%) than Phase 2 (2%).

Phase 1

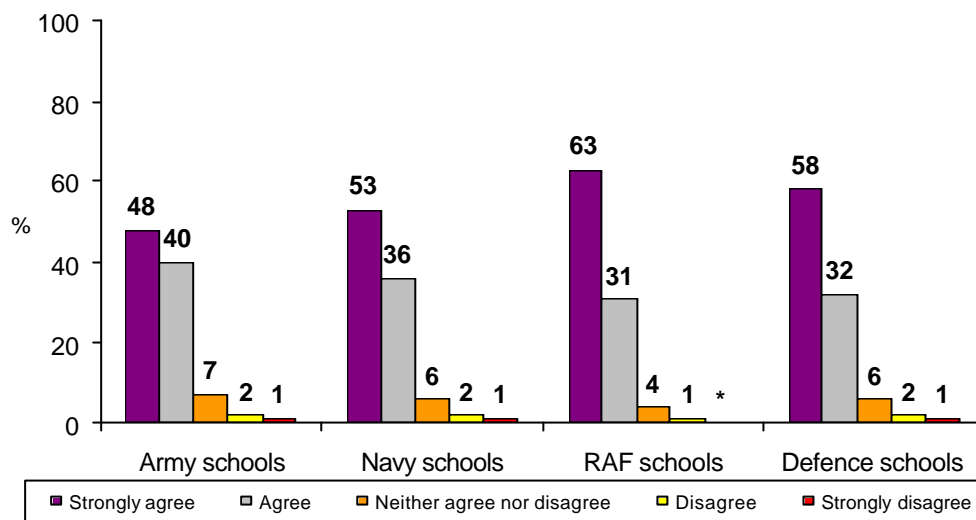


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 106

Phase 2

I feel a sense of achievement



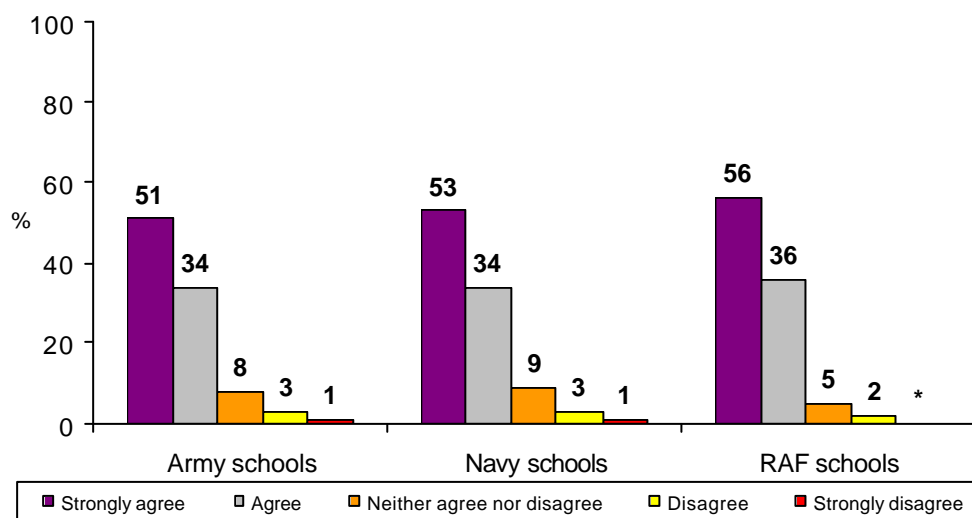
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 107

133. Eighty six percent of Phase 1 trainees agreed that they felt challenged, compared to 81% of Phase 2 trainees. RAF trainees were most likely to agree with this statement (90%) compared to the other Services while fewer male trainees claimed to have felt challenged (83%) than female trainees (89%).

Phase 1

I felt challenged

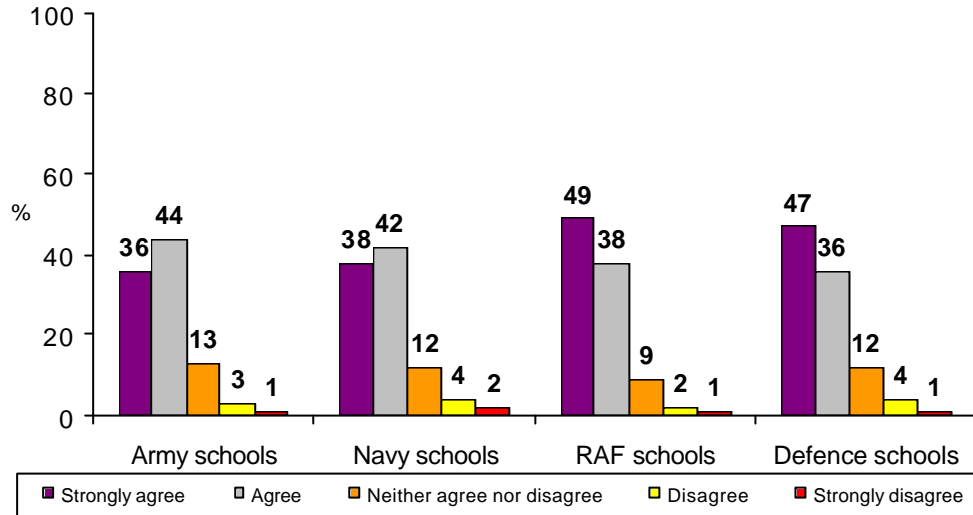


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 108

Phase 2

I felt challenged



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

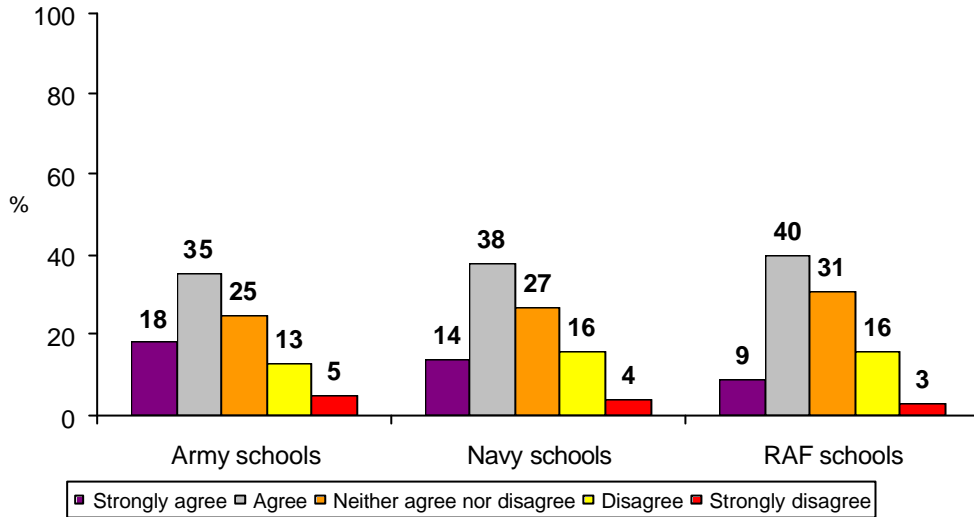
Figure 109

134. Fifty seven percent of all trainees agreed that the training was what they had expected while 15% disagreed. RAF trainees were the least likely to agree (49%) and the most likely to disagree (19%), while Army trainees were the most likely to agree (58% agreed and 14% disagreed).

135. Fewer Phase 1 trainees (53%) agreed that training was what they expected than Phase 2 trainees (62%). Non-white trainees were more likely to agree that training was what they expected (69%) compared to white trainees (55%).

Phase 1

The training was what I expected

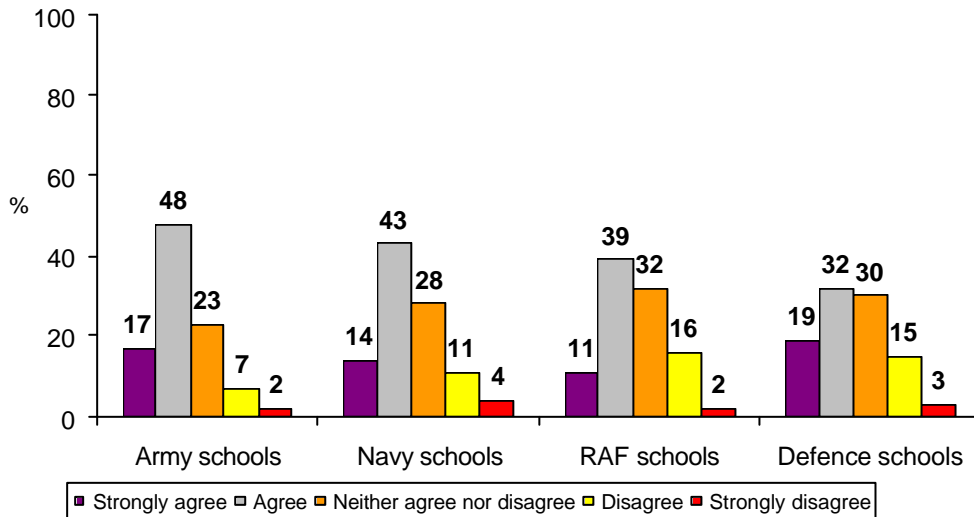


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 110

Phase 2

The training was what I expected



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

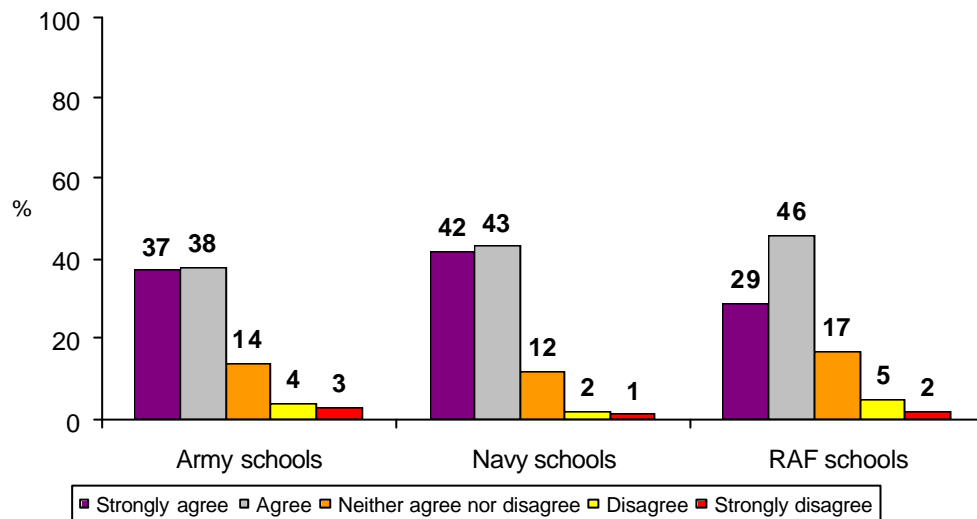
Figure 111

136. Nearly four fifths (78%) of trainees said they enjoyed their course, while 6% did not. A higher proportion of Navy and Defence trainees (83%) enjoyed their courses than RAF (79%) and Army trainees (77%). Fewer

female trainees agreed that they had enjoyed the course than male trainees (78% and 82% respectively).

Phase 1

I enjoyed the course

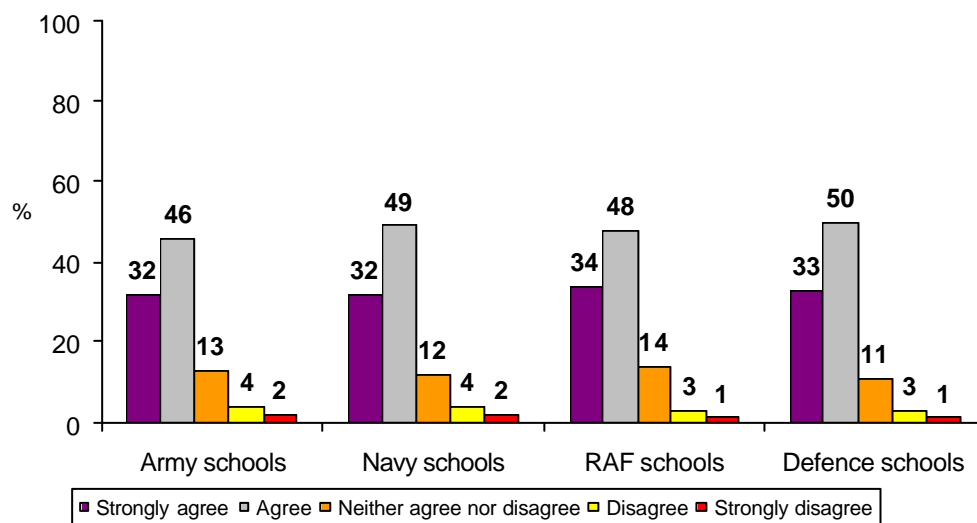


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 112

Phase 2

I enjoyed the course



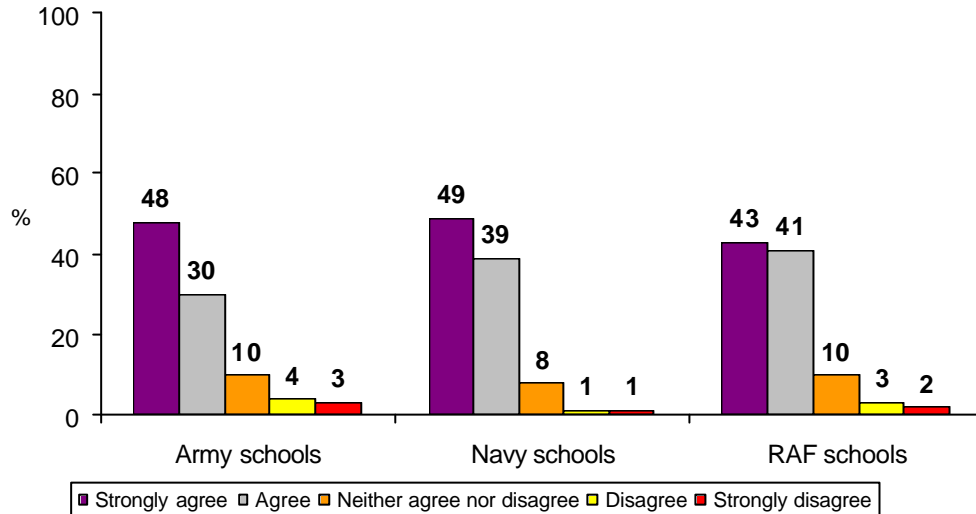
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 113

137. Over eight in ten trainees (82%, 80% from Phase 1 and 84% from Phase 2) agreed that they feel prepared to go on to the next stage of their career training, while 5% disagreed.

Phase 1

I feel prepared to go onto the next stage of my career/training

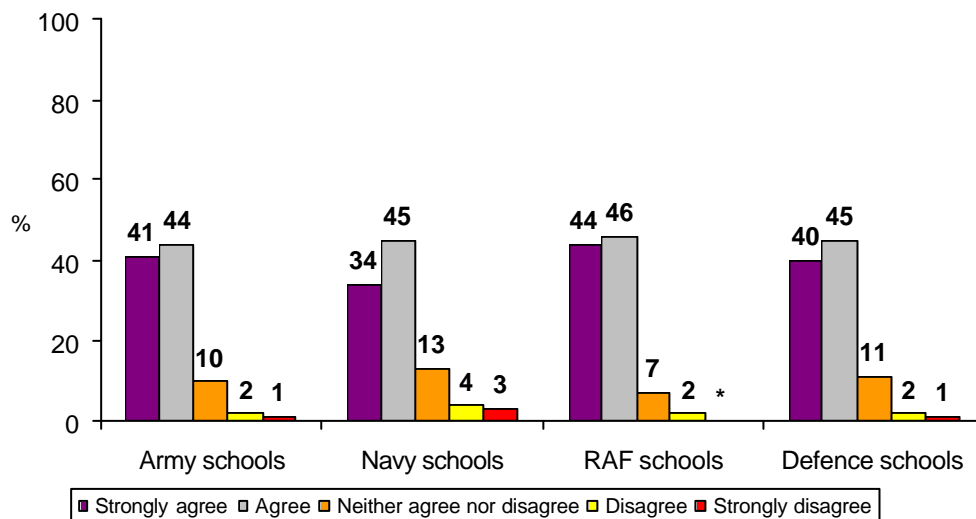


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 114

Phase 2

I feel prepared to go onto the next stage of my career/training



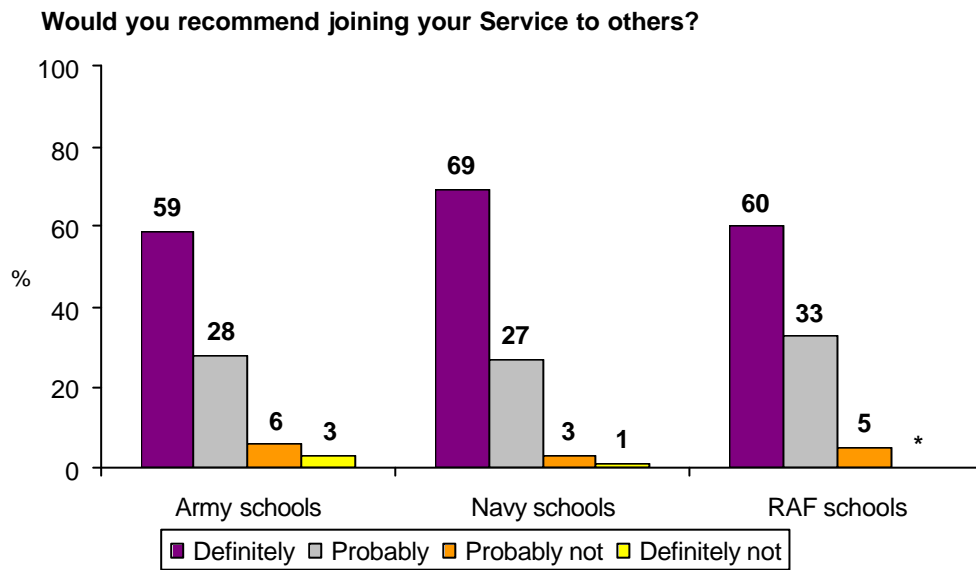
Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

Figure 115

RECOMMENDING THE SERVICE

138. Almost nine in ten trainees (89%) said that they would recommend joining their Service to others, with 58% saying that they would “definitely” do so and the remaining 31% saying that they would “probably” do so. Advocacy was highest among RAF and Navy trainees (both with 94% saying that they would recommend joining to others), followed by Defence trainees (90%) and Army trainees (87%).

Phase 1

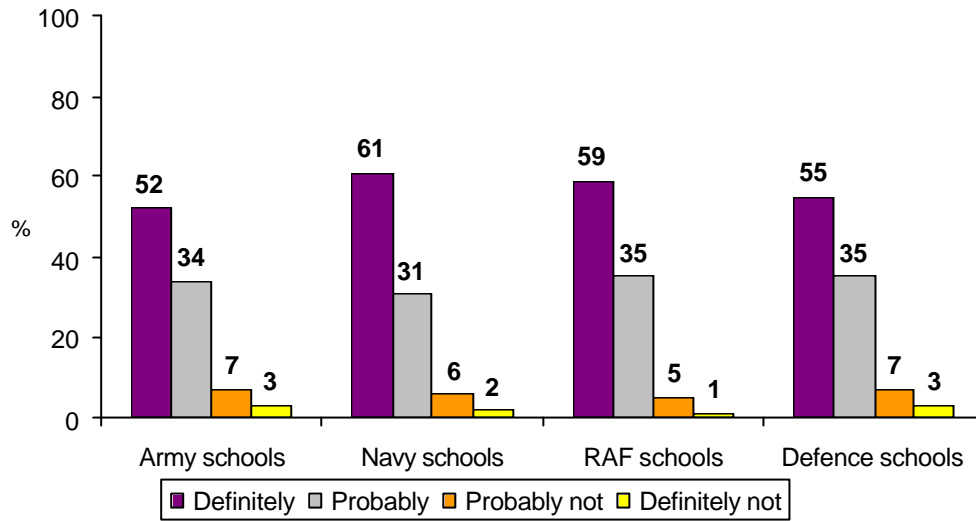


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 116

Phase 2

Would you recommend joining your Service to others?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

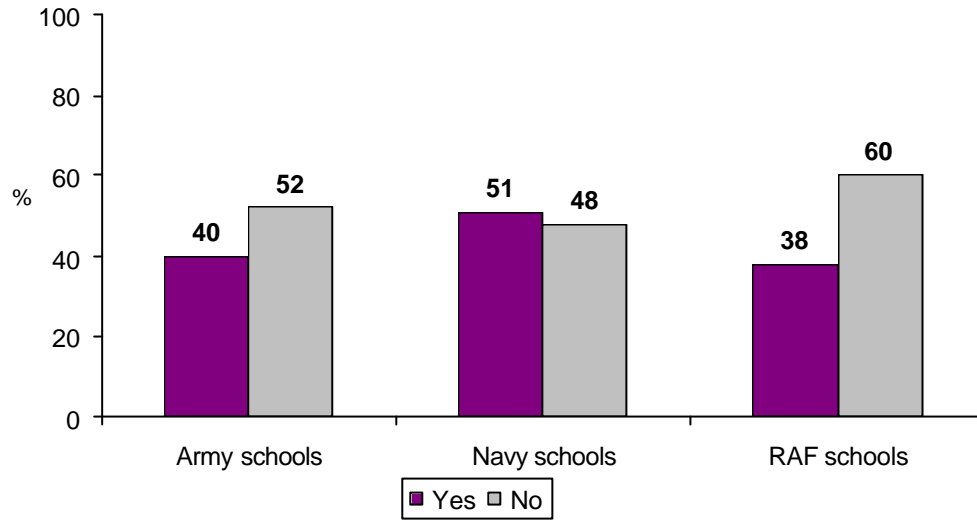
Figure 117

IMPROVING THE COURSE

139. Over half (53%) of all trainees said that they did not think that their course could have been improved while 41% said that they thought that it could have been. Defence trainees were the most likely to say that they thought that their course could have been improved (52%), followed by Navy trainees (50%), RAF trainees (43%) and Army trainees (39%).

Phase 1

Do you think your course could have been improved?

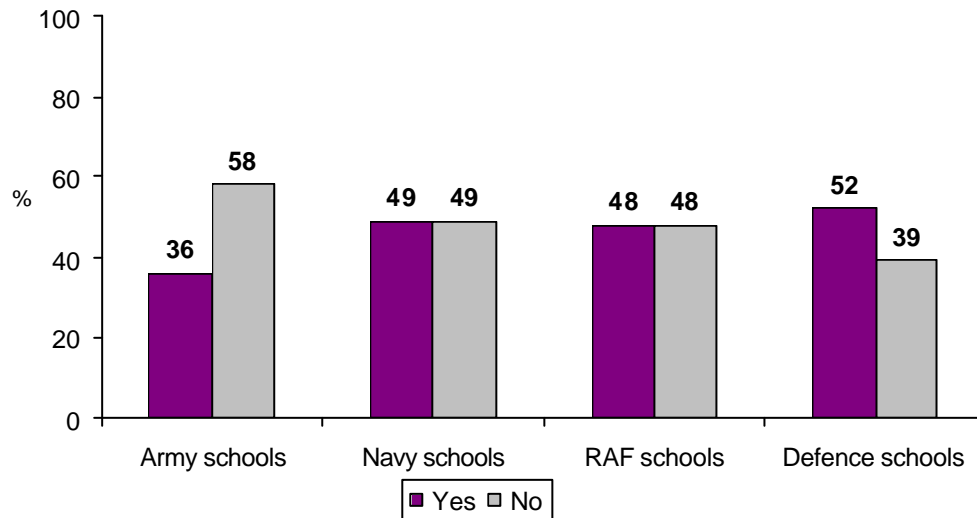


Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 118

Phase 2

Do you think your course could have been improved?



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

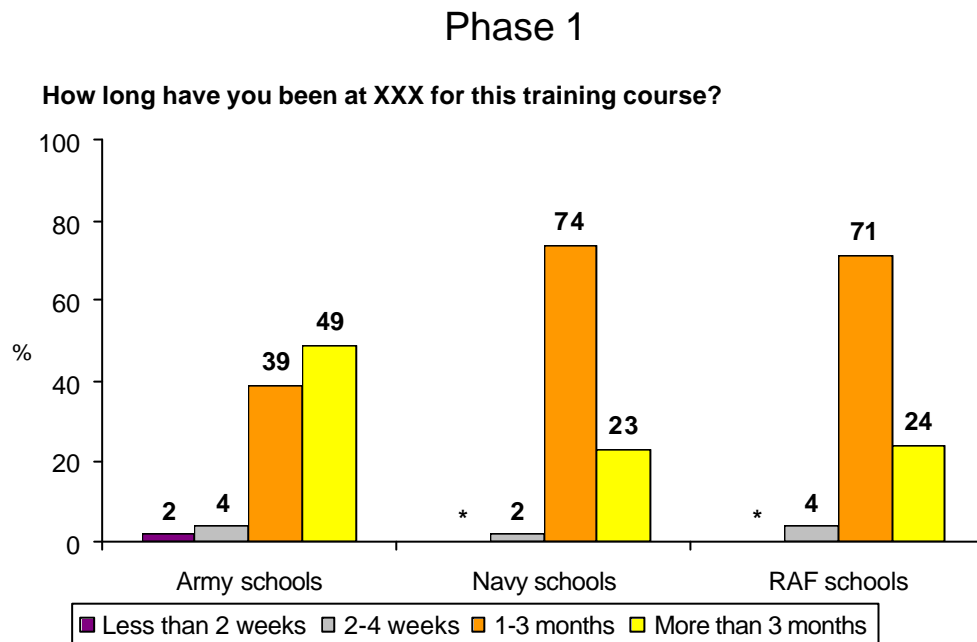
Figure 119

HOPES FOR THE FUTURE

LENGTH OF TIME ON TRAINING COURSE

140. The just under half of all recruits have been on their training course for at least 1-3 months (Figure 1). In Phase 2 the majority of recruits have been there for over 3 months (Figure 2).

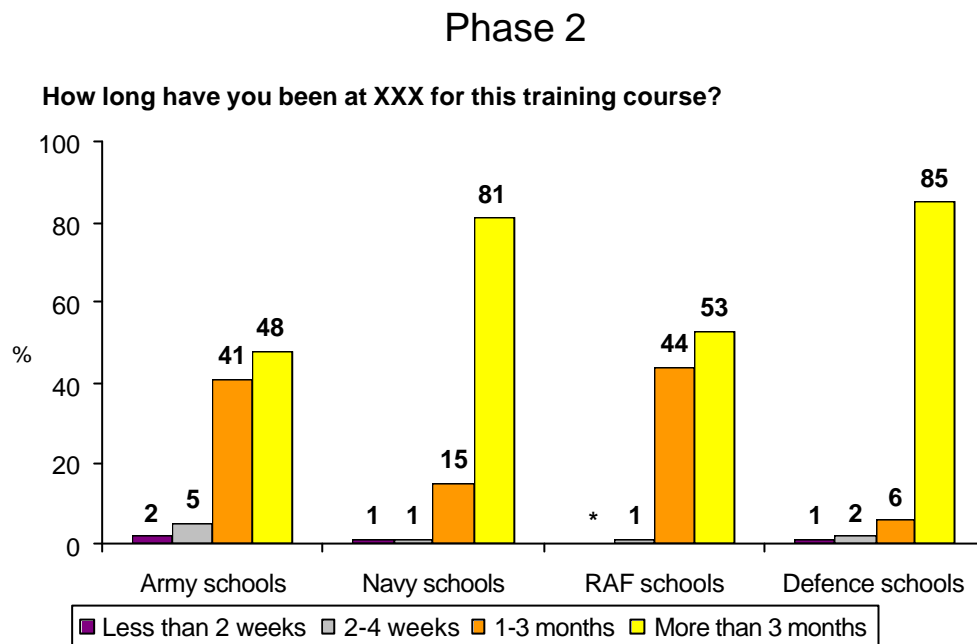
Figure 1



Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 120

Figure 2



Number of respondents: Army schools (7,915), Navy schools (1,670), RAF schools (955), Defence schools (342)

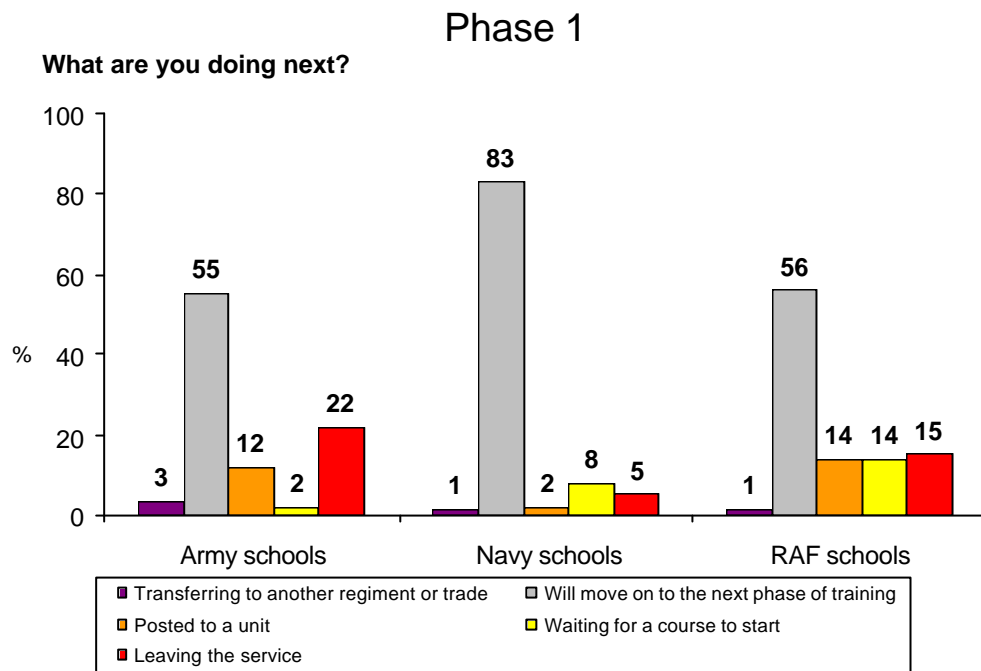
Figure 121

AFTER TRAINING

141. The majority of Phase 1 recruits (61%) expected to move on to the next phase of training. This is particularly the case for recruits in Navy Schools, 83% of whom planned to do this, compared to 56% of those in RAF Schools and 55% of Army School respondents.

142. Some 22% of Army Recruits expected to leave the Service after Phase 1 training, compared to 5% in the Navy. The picture for RAF schools is similar to the Army, with 15% planning to leave the Service and 56% intending to move to the next Phase.

Figure 3



Number of respondents: Army schools (10,211), Navy schools (2,656), RAF schools (733)

Figure 122

143. Following Phase 2 training, more than half of the recruits across all Services expected to be posted to another unit. The second most common move after Phase 2 training was to go into the next stage of training.
144. In Phase 2, a significantly higher proportion of males than females anticipated progressing onto the next phase of their training, and females are more likely to say that their next move will be a posting to a different unit.
145. A significantly higher percentage of RAF recruits expected to be posted to a unit compared to Navy recruits. There are significantly more 16-17 year olds compared to 18-19 year olds who will be waiting for a course to start. Recruits who are aged 26 and over are significantly more likely to be posted to a unit after training than those aged 16-17.

Figure 4

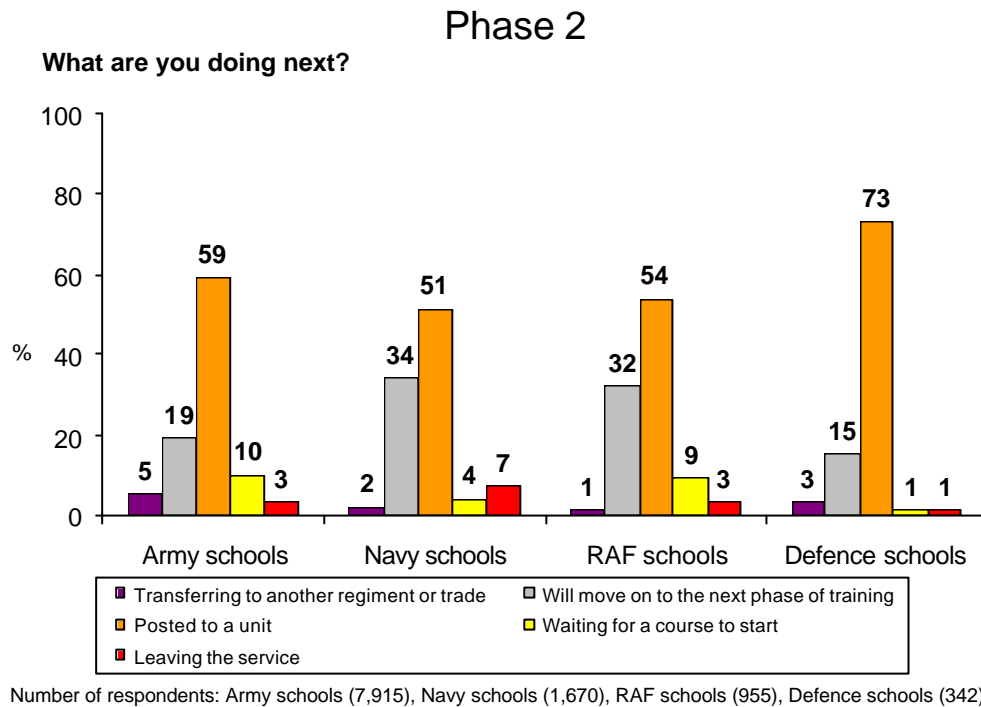


Figure 123

HOPES FOR THE FUTURE

146. A little over one tenth of all respondents were undecided as to what they wish to do after training, though the majority of trainees across all participating establishments indicated that they hoped to make a career in their Service.

147. Of Phase 1 respondents those in Navy Schools are more likely to want to make a career in their Service (88%), compared to those in Army and RAF Schools (78% and 82% respectively). A similar set of results can be found amongst Phase 2 recruits.

148. A significantly higher proportion of men than women are undecided as to what they will do after Phase 1 training (9% compared to 7%).

Figure 5

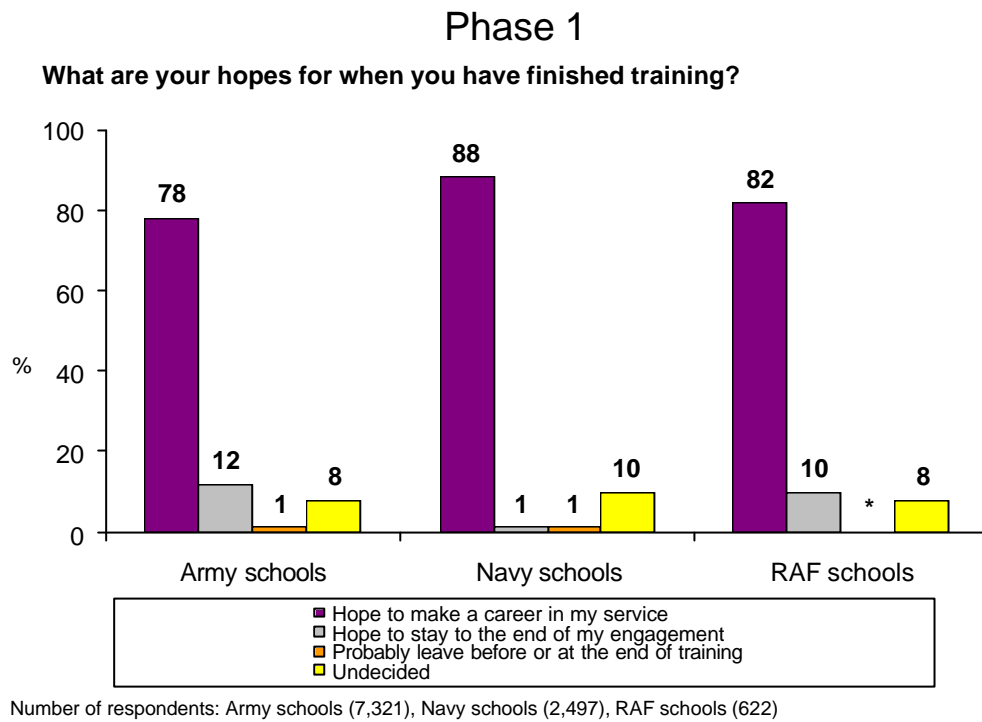


Figure 124

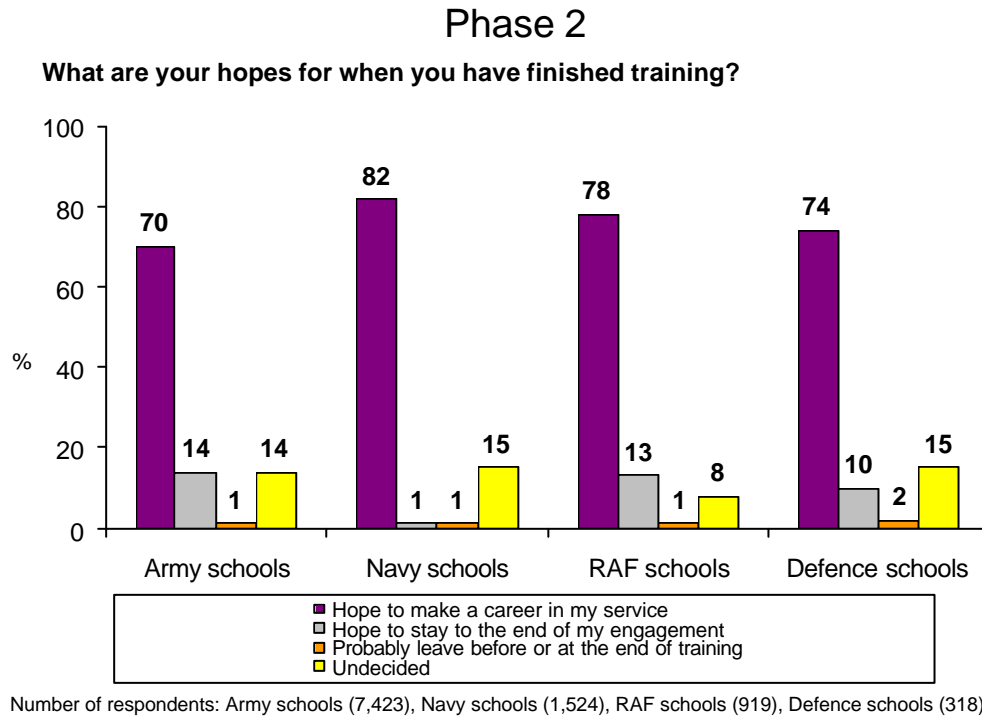


Figure 125

REASONS FOR LEAVING THE SERVICE

149. The main explanation provided by Phase 1 trainees for leaving their Service was that they are leaving out of their own choice. This applied to 59% in the Army, 93% in the Navy and 86% in RAF Schools in Phase 1.

150. Some 29% of Phase 1 Army respondents who intend to leave claimed this was for medical reasons, while the proportion who said this is the case in the other Services was far lower (at just 5% of Navy trainees and 6% of RAF trainees). Those aged 16-17 were significantly less likely to be leaving the Service because of medical reasons than any other age group.

151. A higher proportion of male Phase 1 respondents said they were leaving of their own choice, compared to their female counterparts (63% versus 54%). Recruits in the 16-17 and 31+ age groups were significantly more likely to be leaving the Service of their own choice than the other age groups (71% and 67% respectively). The 26-30 age group were much more likely to be judged unsuitable for military Service than any other group of recruits.

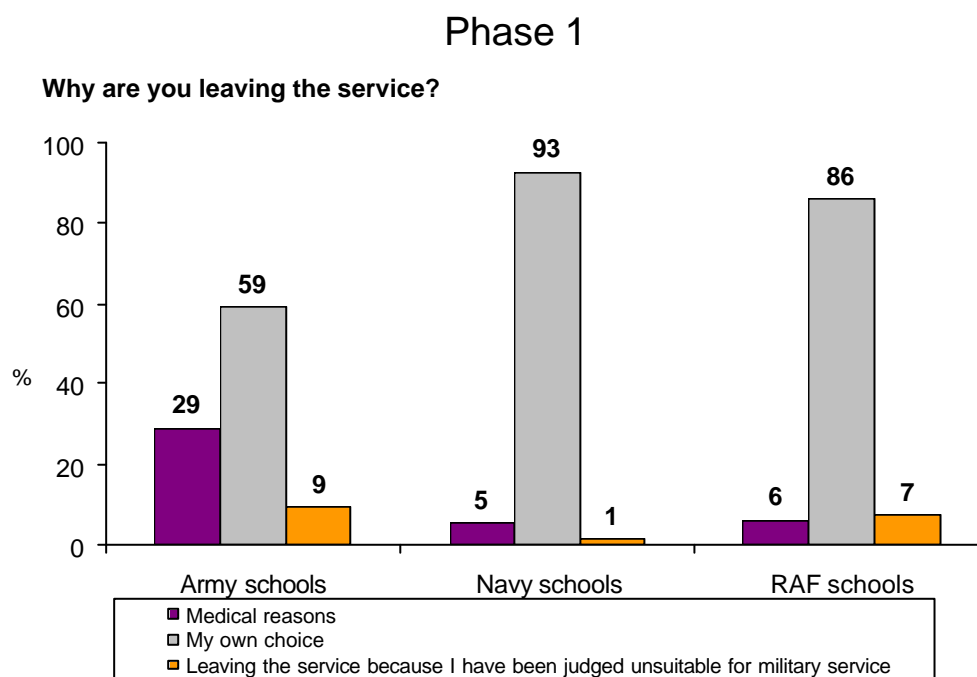
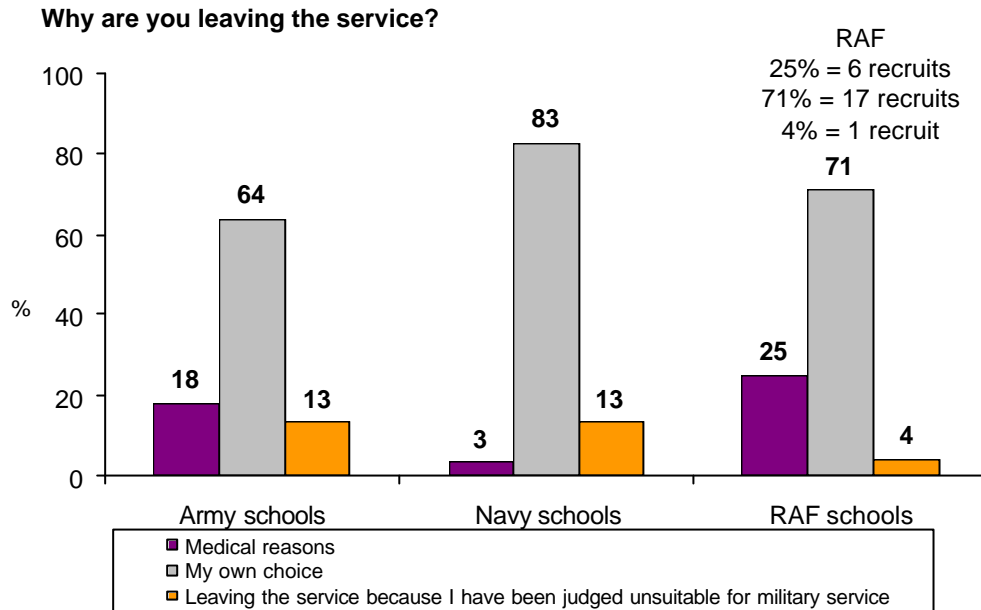


Figure 126

152. Across Phase 2 establishments, some 64% of those leaving the Army said it was their own choice, a figure which rose to 71% of RAF respondents and 83% of Navy respondents. Those in Phase 2 RAF establishments were more likely to say that they are leaving for medical reasons than colleagues in the other Services.

Phase 2

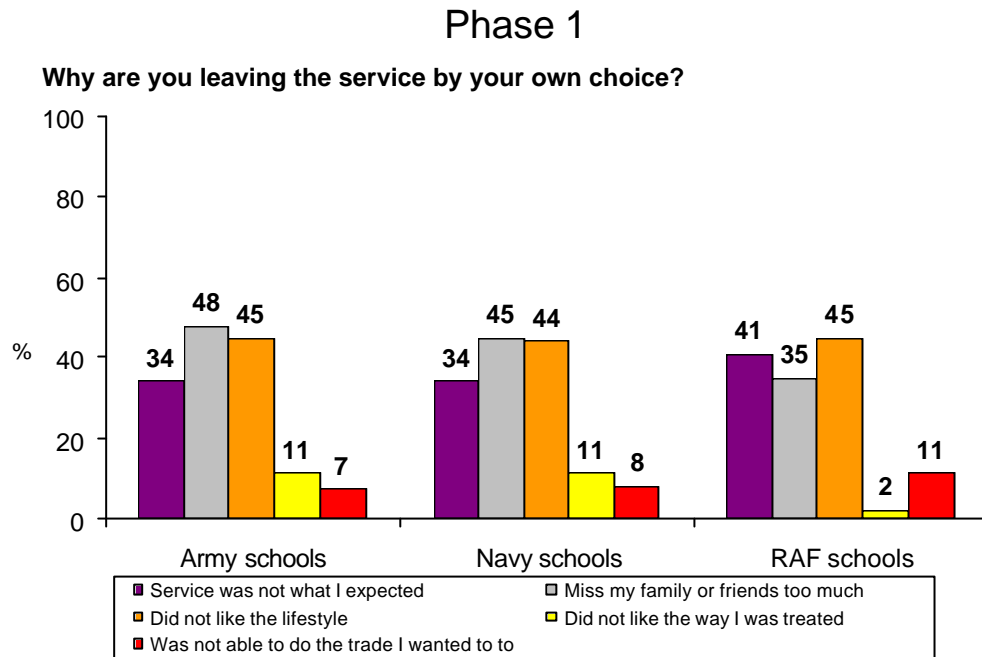


Number of respondents: Army schools (204), Navy schools (115), RAF schools (24)

Figure 127

153. Respondents who said they were leaving their Service of their own choice were asked a follow up question to determine the reasons for their decision.
154. Amongst Phase 1 respondents the main reasons cited were missing family or friends too much, not liking the lifestyle, or because the Service was not what was expected.
155. RAF trainees at Phase 1 were significantly less likely to mention the way they were treated as a motive for leaving (2%) than recruits from the Army or Navy (11% for both).

Figure 9

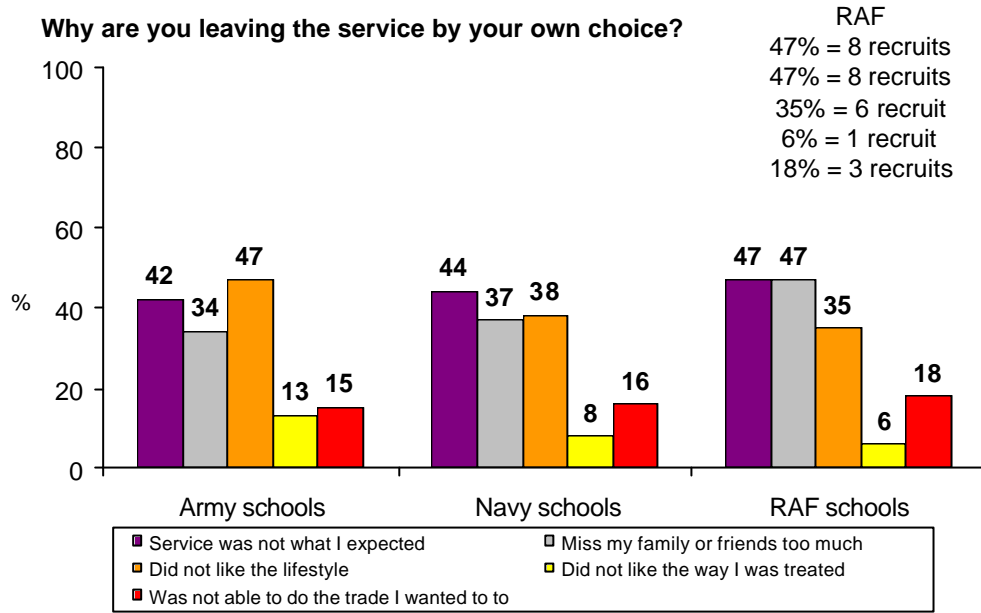


Number of respondents: Army schools (1,333), Navy schools (121), RAF schools (93)

Figure 128

156. Phase 2 respondents' reasons for leaving the Service of their own choice were similar to those provided by Phase 1 trainees; they split relatively equally between the Service not being what was expected, missing family and friends too much and not liking the lifestyle.

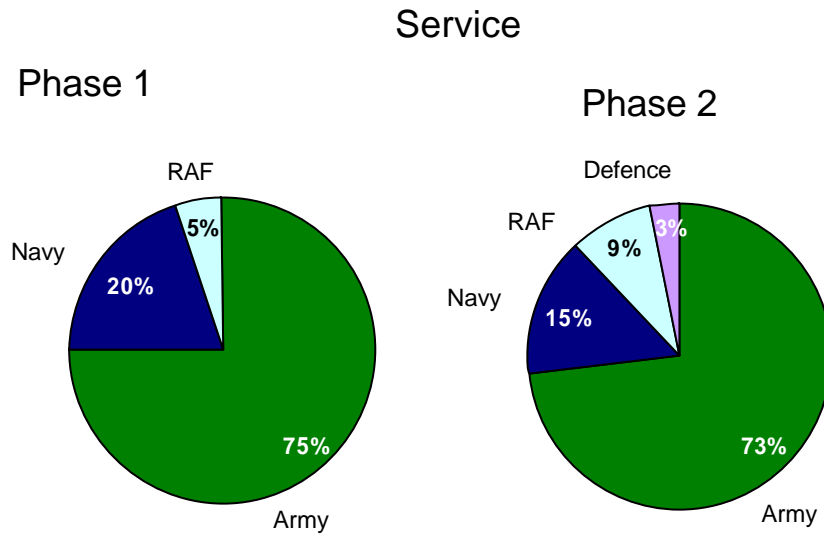
Phase 2



Number of respondents: Army schools (131), Navy schools (95), RAF schools (17)

Figure 129

Annex 1: Demographics by Phase and Service

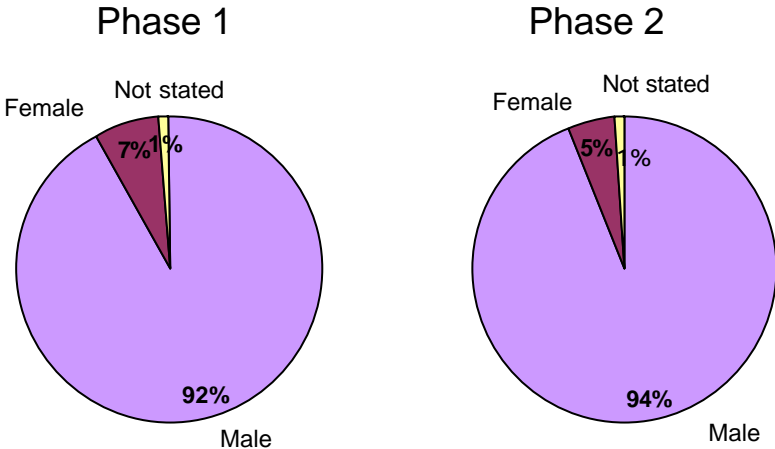


Number of respondents Phase 1: Army (10,211), Navy (2,656) , RAF (733)

Number of respondents Phase 2: Army (7,915), Navy (1,670) , RAF (955), Defence Schools (342)

Figure 130

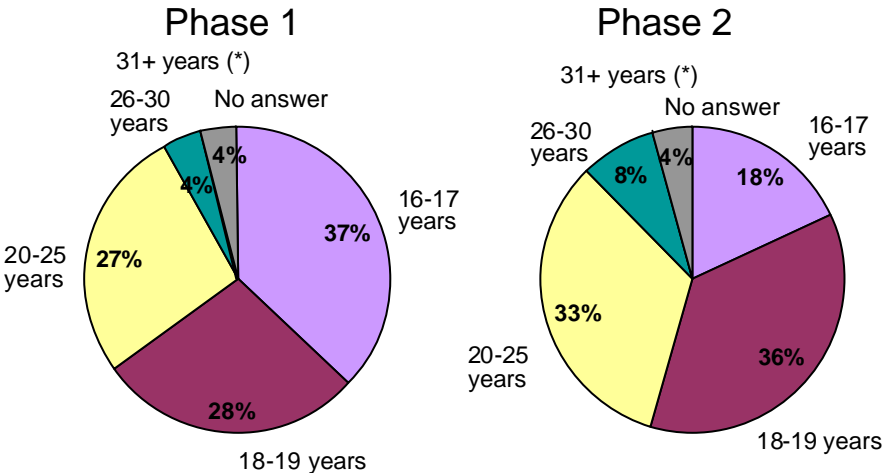
Army schools - Gender



Number of respondents: Phase 1 (10,211), Phase 2 (7,915)

Figure 131

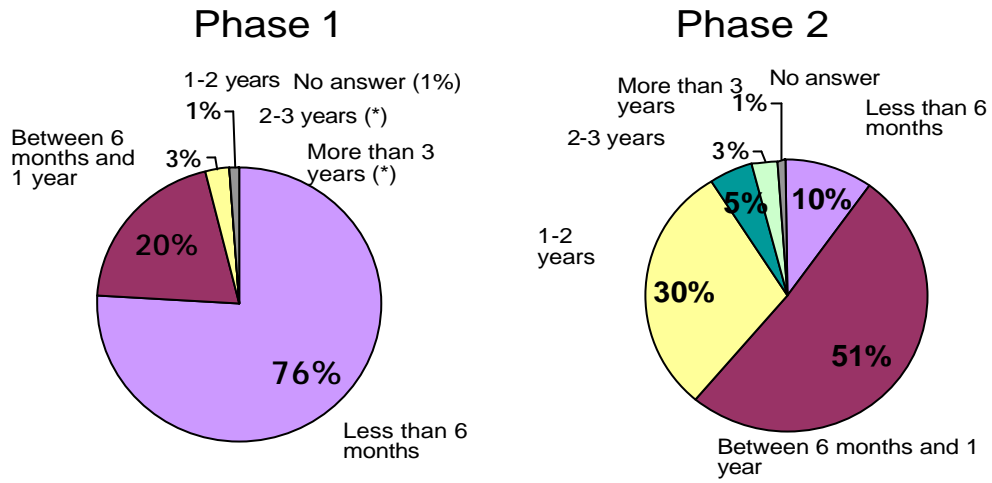
Army schools - Age



Number of respondents: Phase 1 (10,211), Phase 2 (7,915)

Figure 132

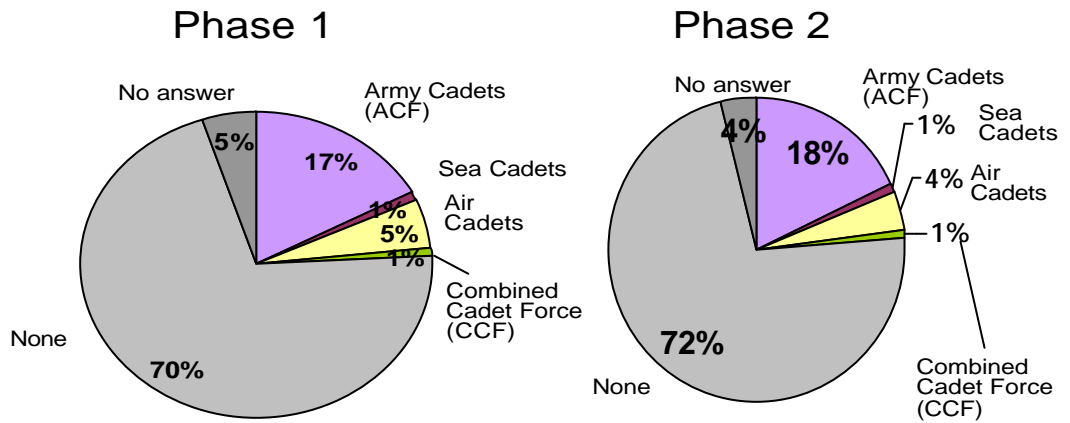
Army schools - Length of Service



Number of respondents: Phase 1 (10,211), Phase 2 (7,915)

Figure 133

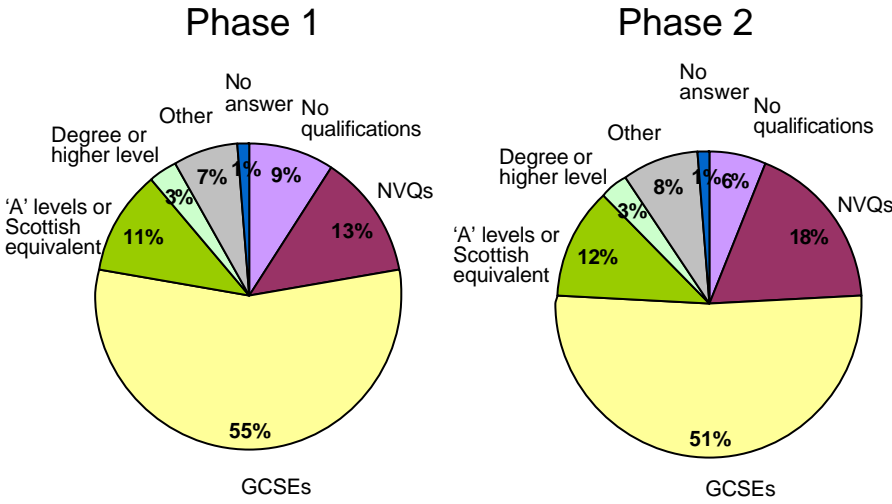
Army schools - Cadet Force



Number of respondents: Phase 1 (10,211), Phase 2 (7,915)

Figure 134

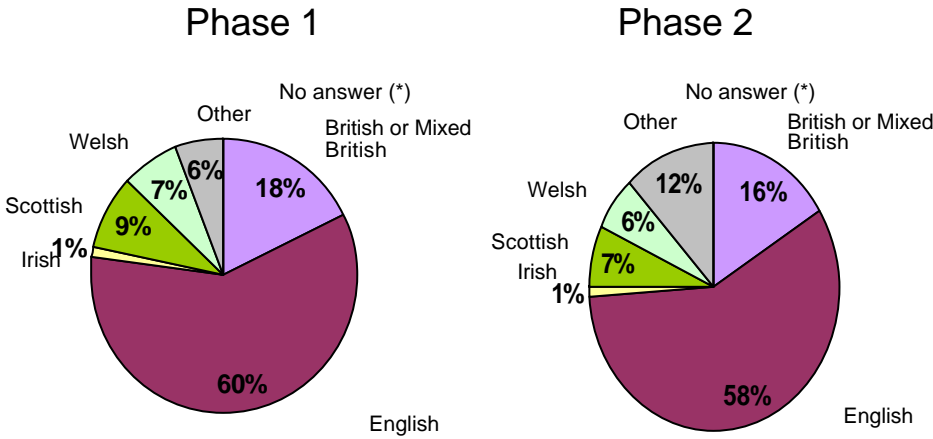
Army schools - Highest qualification



Number of respondents: Phase 1 (10,211), Phase 2 (7,915)

Figure 135

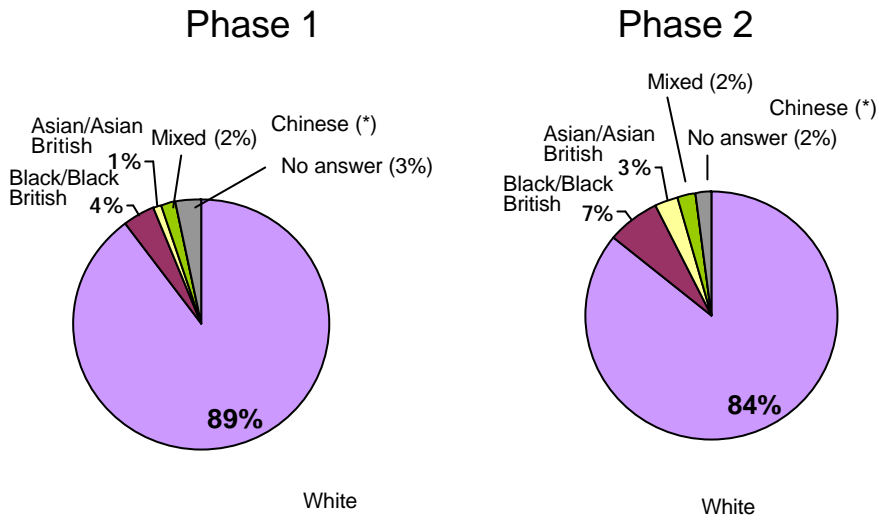
Army schools - Nationality



Number of respondents: Phase 1 (10,211), Phase 2 (7,915)

Figure 136

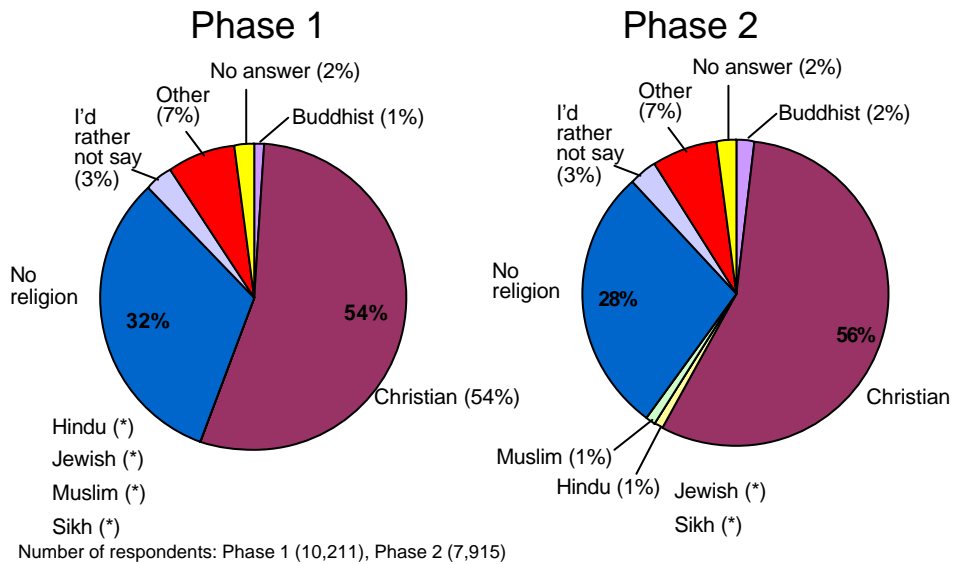
Army schools - Ethnicity



Number of respondents: Phase 1 (10,211), Phase 2 (7,915)

Figure 137

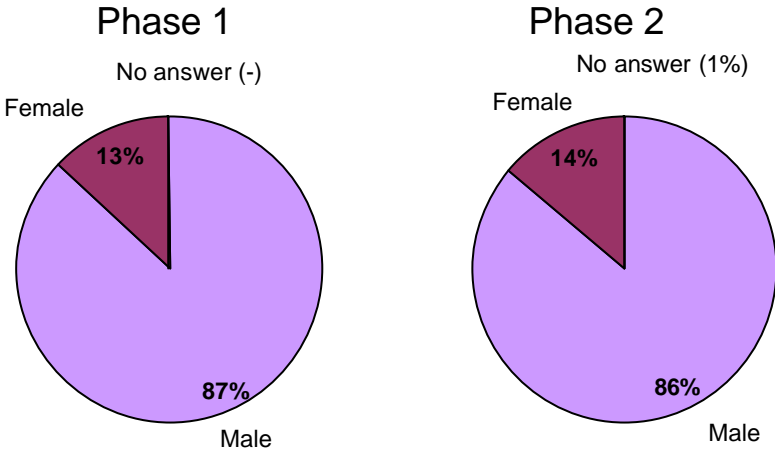
Army schools – Religion



Number of respondents: Phase 1 (10,211), Phase 2 (7,915)

Figure 138

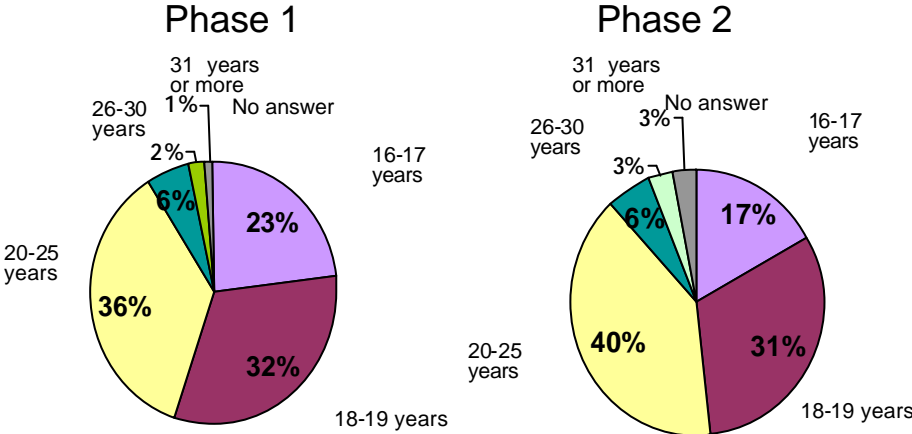
Navy schools - Gender



Number of respondents: Phase 1 (2,656), Phase 2 (1,670)

Figure 139

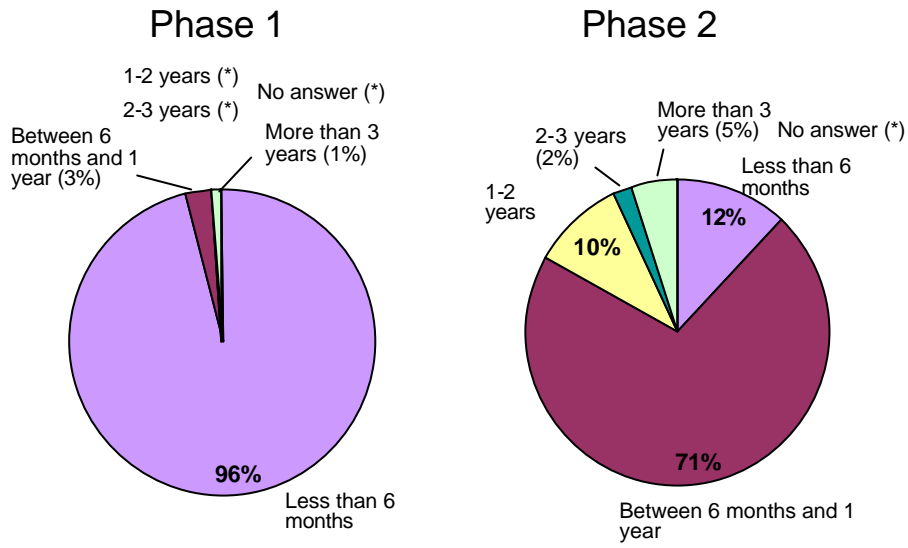
Navy schools - Age



Number of respondents: Phase 1 (2,656), Phase 2 (1,670)

Figure 140

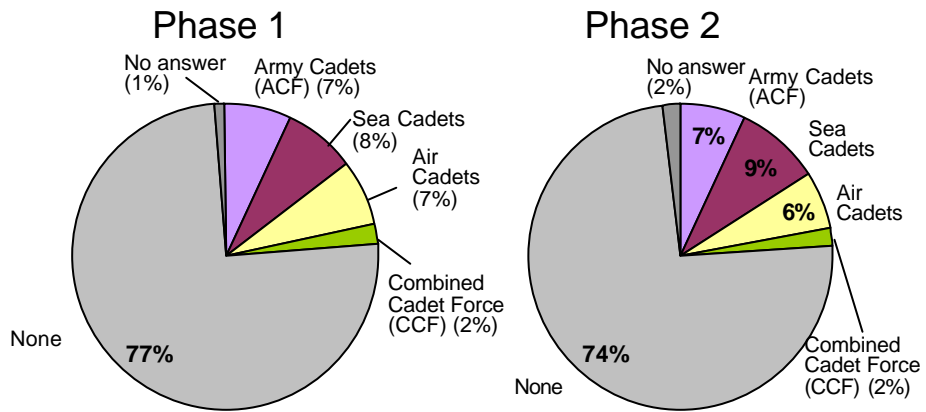
Navy schools - Length of Service



Number of respondents: Phase 1 (2,656), Phase 2 (1,670)

Figure 141

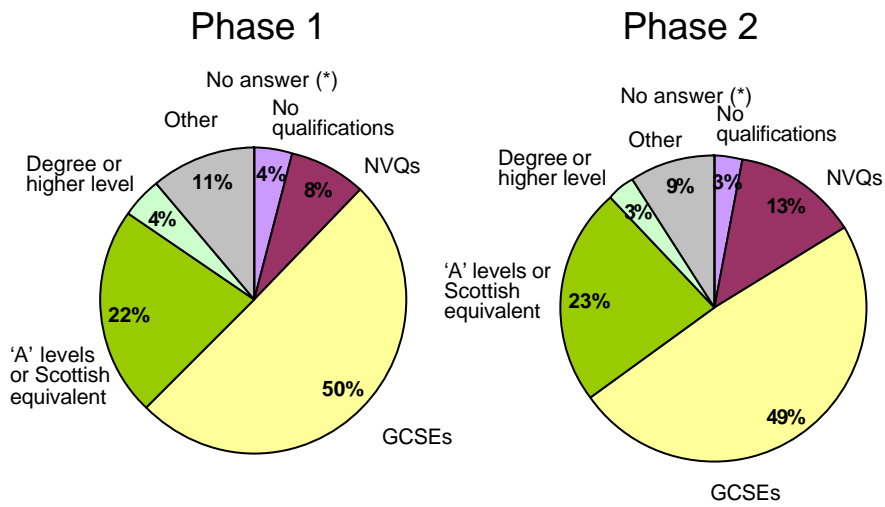
Navy schools - Cadet Force



Number of respondents: Phase 1 (2,656), Phase 2 (1,670)

Figure 142

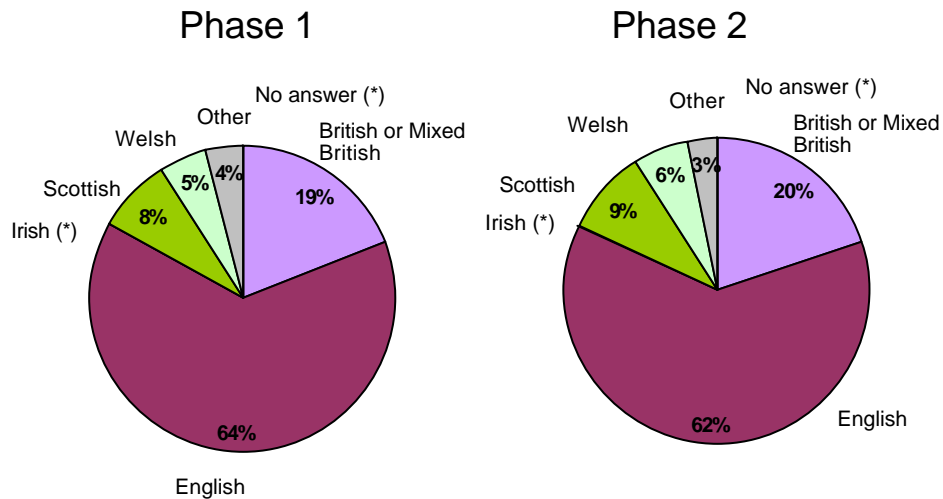
Navy schools - Highest qualification



Number of respondents: Phase 1 (2,656), Phase 2 (1,670)

Figure 143

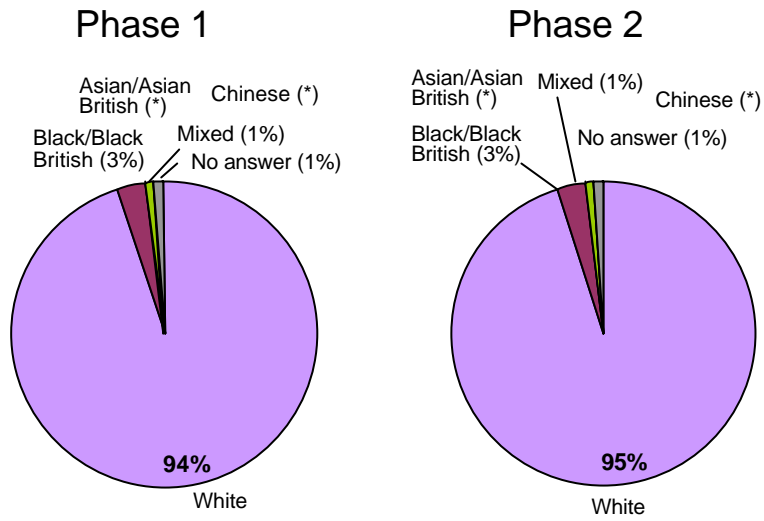
Navy schools - Nationality



Number of respondents: Phase 1 (2,656), Phase 2 (1,670)

Figure 144

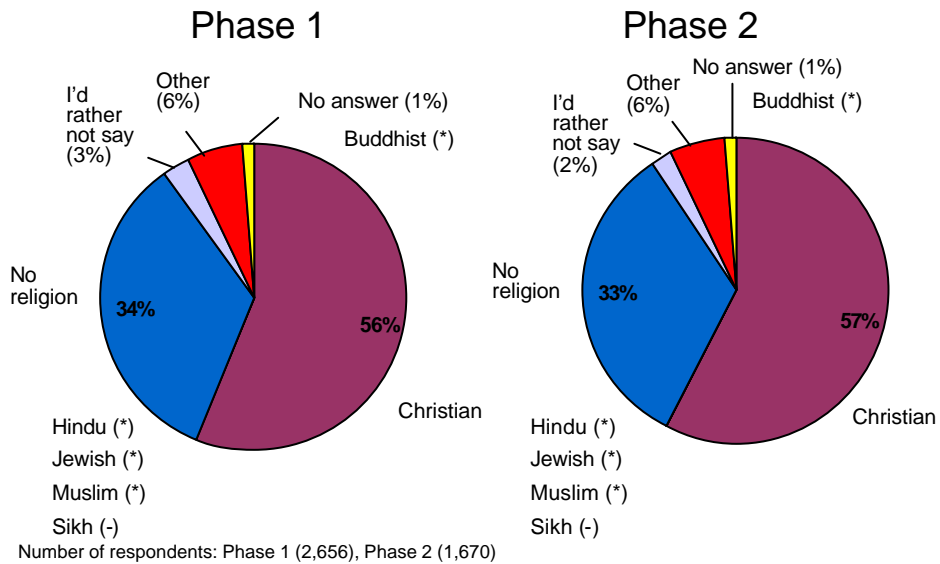
Navy schools - Ethnicity



Number of respondents: Phase 1 (2,656), Phase 2 (1,670)

Figure 145

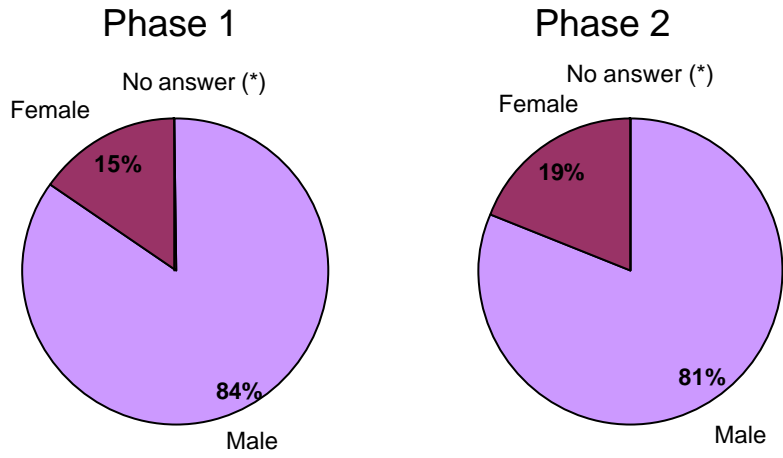
Navy schools – Religion



Number of respondents: Phase 1 (2,656), Phase 2 (1,670)

Figure 146

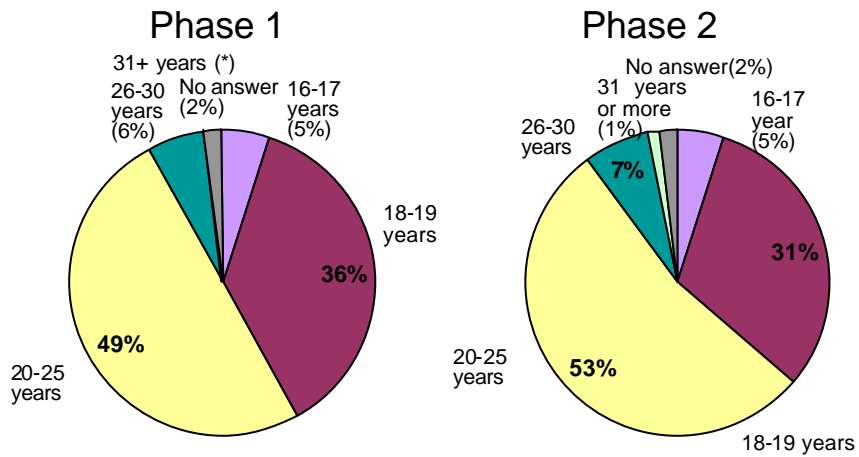
RAF schools - Gender



Number of respondents: Phase 1 (733), Phase 2 (955)

Figure 147

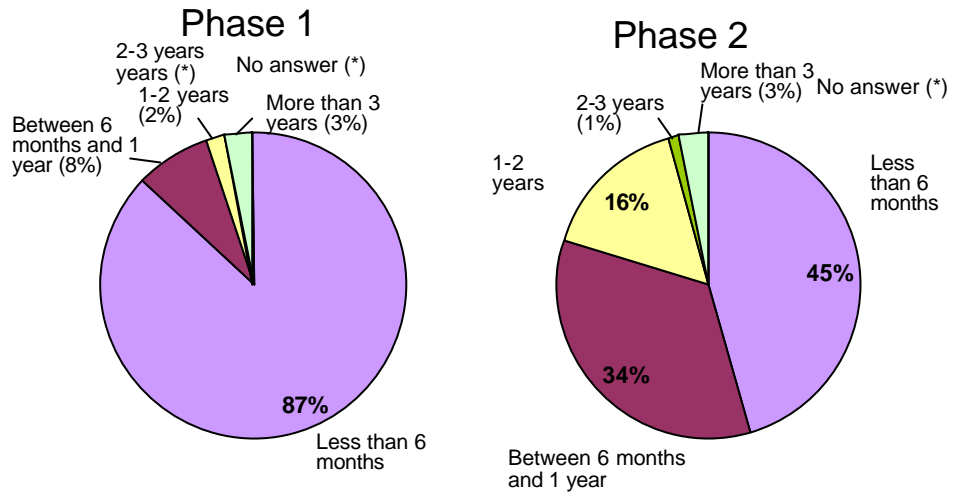
RAF schools - Age



Number of respondents: Phase 1 (733), Phase 2 (955)

Figure 148

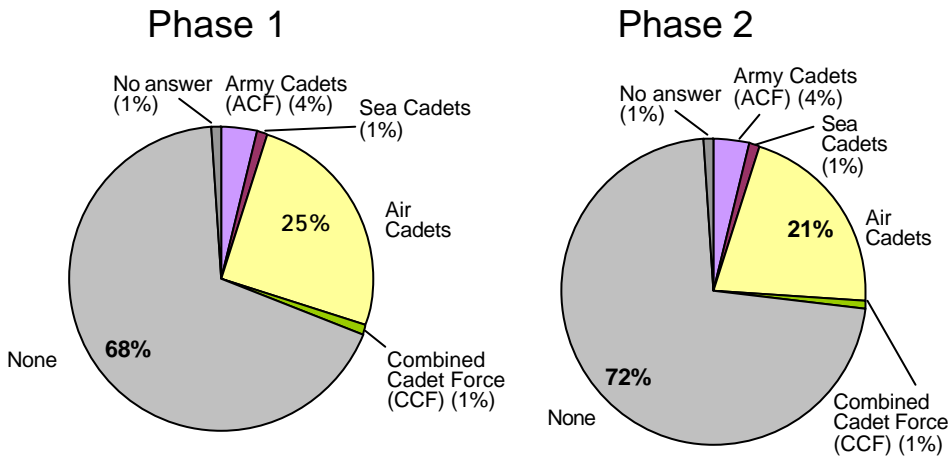
RAF schools - Length of Service



Number of respondents: Phase 1 (733), Phase 2 (955)

Figure 149

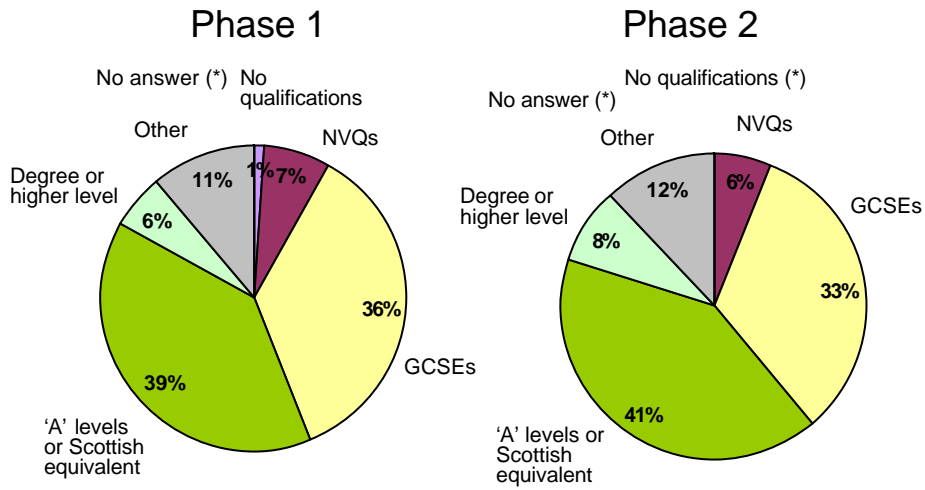
RAF schools - Cadet Force



Number of respondents: Phase 1 (733), Phase 2 (955)

Figure 150

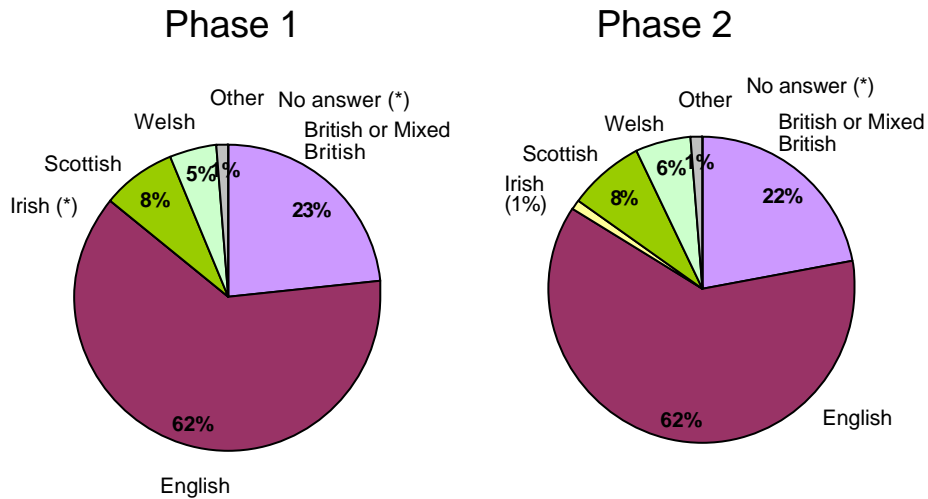
RAF schools - Highest qualification



Number of respondents: Phase 1 (733), Phase 2 (955)

Figure 150

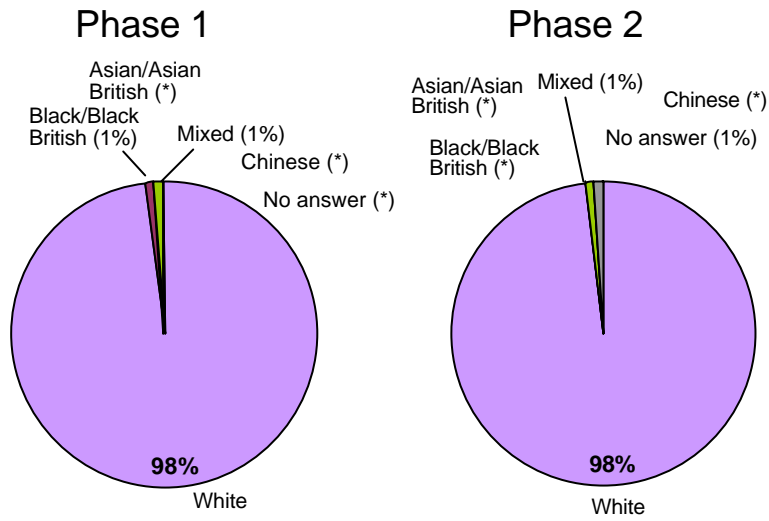
RAF schools - Nationality



Number of respondents: Phase 1 (733), Phase 2 (955)

Figure 151

RAF schools - Ethnicity



Number of respondents: Phase 1 (733), Phase 2 (955)

Figure 152

RAF schools – Religion

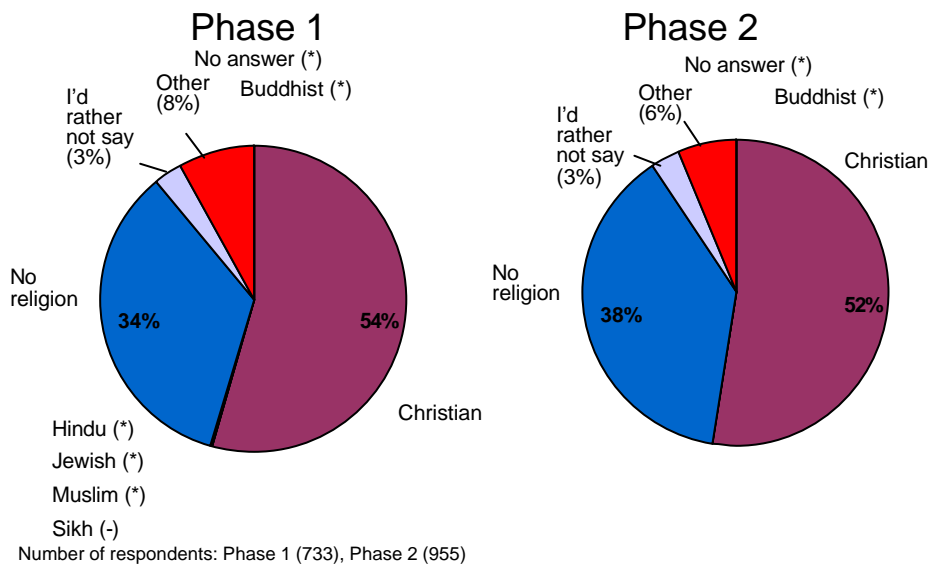
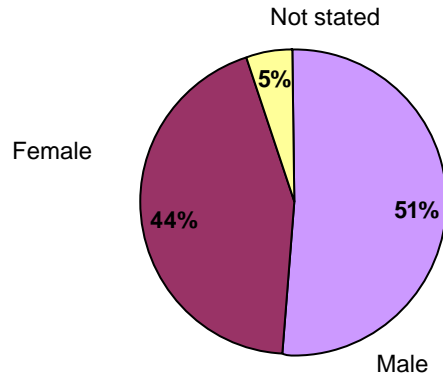


Figure 153

Defence schools - Gender

Phase 2

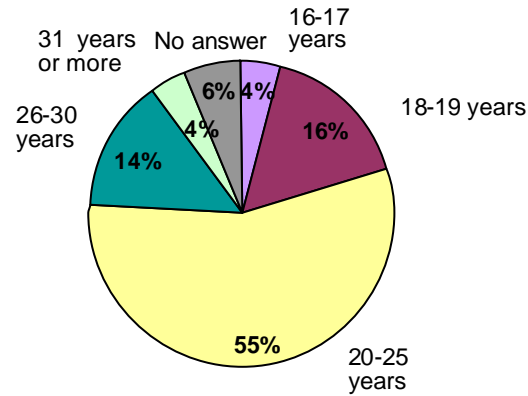


Number of respondents: Phase 2 (342)

Figure 154

Defence schools - Age

Phase 2

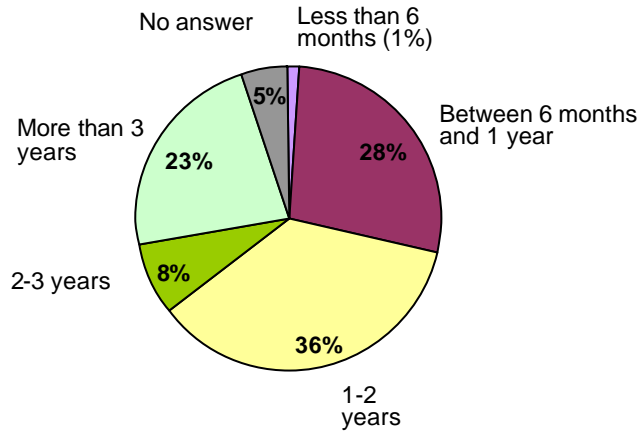


Number of respondents: Phase 2 (342)

Figure 155

Defence schools - Length of Service

Phase 2

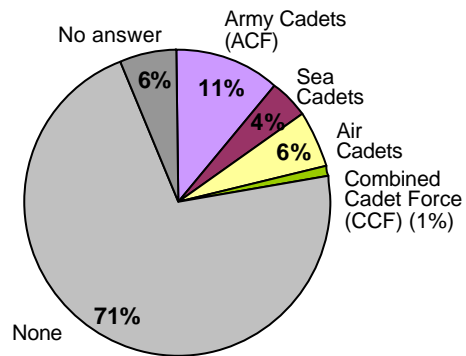


Number of respondents: Phase 2 (342)

Figure 156

Defence schools - Cadet Force

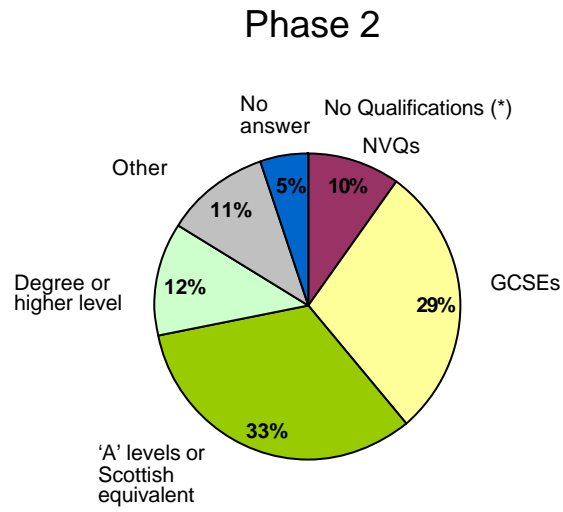
Phase 2



Number of respondents: Phase 2 (342)

Figure 157

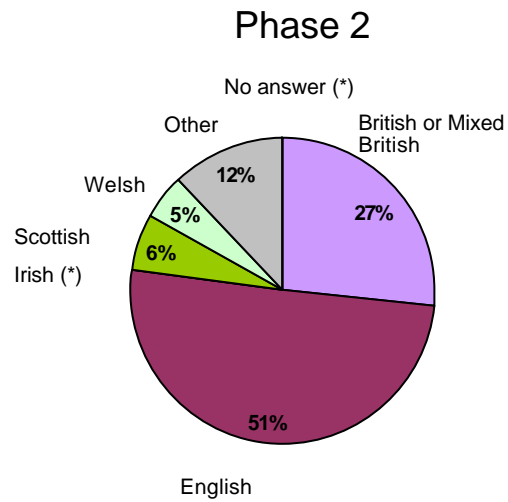
Defence schools - Highest qualification



Number of respondents: Phase 2 (342)

Figure 158

Defence schools - Nationality

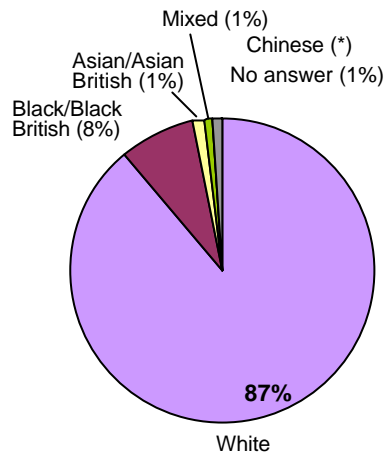


Number of respondents: Phase 2 (342)

Figure 159

Defence schools - Ethnicity

Phase 2

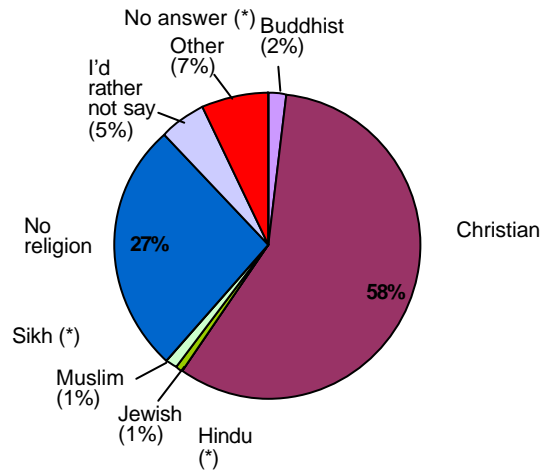


Number of respondents: Phase 1 (733), Phase 2 (342)

Figure 160

Defence schools – Religion

Phase 2



Number of respondents: Phase 1 (733), Phase 2 (342)

Figure 161

Annex 2: Statistical Reliability

157. In an ideal world, every person in our target 'population' (i.e. everyone who completes at least two weeks of Phase 1 or Phase 2 training) would complete a questionnaire and the results from such a sample would reflect the population exactly.
158. However, the respondents to this survey are only a sample of a total population, so we can never be certain that the figures obtained are exactly those that would have been if everybody had been interviewed (the true values). Therefore, whenever a sample is taken, there will always be a degree of uncertainty. This level of uncertainty can usually be quantified and the possible variation in results can be anticipated (in this instance at the 95% confidence level - i.e. there is a 95% chance that the 'true' percentage will fall within certain ranges).

Annex 3: Online Research

159. DAPS Science and Ipsos MORI are in the process of introducing an online methodology to some of the establishments participating in the RTS.
160. This approach has some compelling advantages over a paper based methodology, not least:
- **Data quality** - data are clean because the online interviewing programme ensures that respondents answer a question before moving on to the next. Moreover there is greater scope for running different versions of the questionnaire (for example a Phase 1 questionnaire and a Phase 2 edition) simultaneously using question routing, or to provide bespoke questions for schools
 - **Tone** - it would lend a hi-tech/modern feel to the survey which may encourage participation
 - **Efficiency** - surveys conducted online are fast. Schools that adopt this approach could potentially expect a speedier turnaround for their monthly reports. Online is also highly efficient, not least because more of the survey process (such as the introduction of new versions of the questionnaire) is controlled centrally by Ipsos MORI. Hence there is less scope for error and less of an administrative burden is placed on the participating schools
 - **Security** - all collected data are held securely on our server. No one from outside can access it. Data are also regularly backed up and virus checked. Questionnaires are saved page by page, which means the data will be saved up to that point even if the respondent's Internet connection crashes. Also, trainees can be given a unique survey password – this greatly eases any concerns they may have about confidentiality
161. At time of writing fifteen schools were participating online.

Annex 4: Questionnaire

TRI SERVICE TRAINEE SURVEY XXX XXX

PLEASE READ THE FRONT PAGE BEFORE COMPLETING

This survey gives you the chance to record your experiences whilst at XXX XXX. **Your opinions will be used to make the training and conditions at XXX XXX better for future trainees.**

Please answer openly and honestly as what you say will be anonymous. Your name is not recorded anywhere. All forms are handled by MORI, an outside company, so no military person will see your responses.

Do not show or discuss your answers with anyone else.

**WHEN YOU HAVE FINISHED THIS QUESTIONNAIRE
PLEASE PUT IT IN THE ENVELOPE PROVIDED.**

How to complete the questionnaire

- Please put a tick in the box alongside the answer that best applies to you.
- A few questions will need you to give your answer in numbers. Please write clearly putting one number in each box provided.
e.g. years
- Some other questions will require a written answer

SECTION 1 - BACKGROUND INFORMATION

Q1 What is today's date? (8-13)

Q2 What gender are you?

Male 1
 Female 2 (14)

Q3 How old are you? (years) (15-16)

Q4 To which Service do you belong?

Army 1
 RN/RM 2
 RAF 3 (17)

Q5 How long have you been in the military?

Less than 6 months 1
 Between 6 months and 1 year 2
 1-2 years 3
 2-3 years 4
 More than 3 years 5 (18)

Q6 Which cadet force, if any, were you a member of?

Army Cadets (ACF) 1
 Sea Cadets 2
 Air Cadets (ATC) 3
 Combined Cadet Force (CCF) 4
 None 5 (19)

Q7 What is the highest qualification you have?

No qualifications 1
 NVQs 2
 GCSEs 3
 "A" Levels or Scottish equivalent 4
 Degree or Higher Level 5
 Other (please give details) _____ 6 (20)

Q8 What nationality are you?

- British or Mixed British 1
- English 2
- Irish 3
- Scottish 4
- Welsh 5
- Or any other (please give details) _____ 6

(21)

Q9 What is your background?

- Asian**
- Bangladeshi 01
- Indian 02
- Pakistani 03
- Any other Asian background 04
- Black**
- African 05
- Caribbean 06
- Any other black background 07
- Chinese**
- Any Chinese background 08
- Mixed Ethnic Background**
- Asian & White 09
- Black African & White 10
- Black Caribbean & White 11
- Any other Mixed ethnic background 12
- White**
- Any White background 13
- Any other ethnic background** (please give details) _____ 14

(22-23)

Q10 Are you..?

- Buddhist 1
- Christian 2
- Hindu 3
- Jewish 4
- Muslim 5
- Sikh 6
- No religion 7
- I'd rather not say 8
- Other (please give details) _____ 9

(24)

SECTION 2 - PREPARING FOR TRAINING AT XXX XXX

Q11-13 PHASE 1 ONLY

Q11 What factors influenced your decision to join the service?
PLEASE TICK ALL THAT APPLY

- Recruiting Office (AFCO) 1
 - Selection Centre 2
 - The media (TV/magazines) 3
 - Family/friends 4
 - Other (please give details) _____ 5
- (25)

Q12 Please indicate your agreement with each of the following statements:
PLEASE TICK ONE BOX FOR EACH STATEMENT a) TO c)

	Strongly agree 5	Agree 4	Neither agree nor disagree 3	Disagree 2	Strongly disagree 1
The information I was given prior to arrival at XXX XXX:					
a) Enabled me to prepare myself well enough for the physical demands of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> (26)
b) Gave me an accurate picture of what life would be like at XXX XXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> (27)
c) Provided me with useful and accurate information about what the training involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> (28)

Q13 If you would have liked more information about training or the Services please indicate what
further information would have been useful:
PLEASE WRITE IN BELOW

Q14-17 PHASE 2 ONLY

Q14 How long was the gap between this course and the last course you were on?

- XUp to 1 week1 PLEASE GO TO Q18
- 2 weeks1 PLEASE GO TO Q18
- 3 weeks2 PLEASE GO TO QXX
- 4 weeks3 PLEASE GO TO QXX
- 1-3 months4 PLEASE GO TO QXX
- Over 3 months5 PLEASE GO TO QXX (29)

QXX Was this gap between Phase 1 and Phase 2 training?

- YesX PLEASE GO TO Q15
 NoX PLEASE GO TO QXX
 Don't KnowX PLEASE GO TO Q15 (XX)

QXX What course were you on before phase two training?

Q15 Which of the following did you do between courses?
 PLEASE TICK ALL THAT APPLY

- Guard duty1
 Visited an Army unit, a ship or submarine (RN) or
 an operational station (RAF)2
 Training3 PLEASE GO TO Q16
 Education (e.g. Basic Skills)4
 Battlefield tour5
 Attached/assigned to a unit6
 On leave7
 Nothing8 PLEASE GO TO Q17
 Other9 (30)

Q16 Overall how did you find this period?
 PLEASE TICK THE BOX THAT COMES CLOSEST TO YOUR VIEW E.g. If you think the period
 was interesting tick the box under 5, if you think it was boring tick the box under 1.

	5	4	3	2	1		
Interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Boring	(31)
Learnt a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learnt nothing	(32)

Q17 If you have any comments on the period between this course and the last course you were on,
 please write them in below:

SECTION 3 - FACILITIES AND SUPPORT AT XXX XXX

Q18 How would you rate EACH of the following at XXX XXX?
PLEASE TICK ONE BOX FOR EACH STATEMENT a) TO f)

	Very good 5	Good 4	OK 3	Poor 2	Very poor 1	
a) Standard of accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(33)
b) Things to do when off duty (e.g. gym, cinema)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(34)
c) Opportunity for competitive sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(35)
d) Medical care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(36)
e) Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(37)
f) Time for essential personal administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(38)
x) Access to IT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(xx)
x) Access to the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(xx)

Q19 Are there any other facilities that are important to you, which are not available at XXX XXX?

Yes1
No2 PLEASE GO TO Q21 (39)

Q20 If Yes, please write in details below:

QXX Would you welcome the opportunity to use more IT in your training?

Yes1
No2

Q21 How would you rate the following aspects of meals at XXX XXX?
PLEASE TICK ONE BOX FOR EACH FACILITY a) TO f)

	Very good 5	Good 4	OK 3	Poor 2	Very poor 1	
a) Quality of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(40)
b) Quantity of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(41)
c) Choice of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(42)
d) Overall variety of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(43)
e) Availability of food to meet special requirements (e.g. vegetarian, kosher, halal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(44)
f) Time allowed to eat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(45)
x) Availability of healthy food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(xx)

Q22 Do you have any comments on the meals at XXX XXX?

Q23 And how would you rate the OPPORTUNITY you had to do each of the following at XXX XXX if you had wanted to?

PLEASE TICK ONE BOX FOR EACH STATEMENT a) TO d)

	Very good 5	Good 4	OK 3	Poor 2	Very poor 1	
a) Talk privately with training staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(46)
b) Talk privately with chaplains/padre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(47)
c) Keep in contact with family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(48)
d) Practice your faith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(49)

Q24 During off duty hours was there a member of staff easily available for you to go to if you had a problem?

Yes1

No2 (50)

Q25 Did you have someone at XXX XXX that you were happy to go to if you had any personal or emotional problems?

Yes1 PLEASE GO TO Q26

No2 PLEASE GO TO Q27 (51)

Q26 If you answered Yes at Q25, who?
PLEASE WRITE IN BELOW

Q27 If you answered No at Q25, why not?
PLEASE WRITE IN BELOW

Q28 If you had any problems with administration (pay, posting, etc.) was there someone to help you deal with them?

Yes 1

No 2

Does not apply to me as I had no problems 3 (52)

Q29 Did you feel that you had the opportunity to raise all your concerns with a person in authority at XXX XXX?

- Yes 1
 No 2
 I didn't have any concerns 3 (53)

Q30 Do you know the procedures for complaining about poor or unfair treatment or bullying at, XXX XXX?

- Yes 1
 No 2
 I don't know 3 (54)

Q31 Do you feel that if you had made a complaint it would have been dealt in a fair manner?

- Yes1 PLEASE GO TO Q33
 No2
 Don't know3 (55)

Q32 Why did you answer No or Don't know to Q31 above?
 PLEASE TICK ALL THAT APPLY

- I do not think people would have believed me/taken me seriously 1
 I do not think anything would have been done 2
 I think it might have been bad for my career 3
 I was worried I might be considered a troublemaker 4
 I think it would have caused problems on the course 5
 Other reason(s) please give details below 6 (56)

Q33 If you have any comments on the complaints procedure at XXX XXX, please write them below:

SECTION 4 - FAIRNESS, EQUALITY AND DIVERSITY

Q34 Please indicate how often the following statements apply.
 PLEASE TICK ONE BOX FOR EACH STATEMENT a) TO e)

	Always	Most of the time	Sometimes	Rarely	Never
Whilst at XXX XXX:	5	4	3	2	1
a) I was treated correctly by the staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> (57)
b) Trainees were all treated equally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> (58)
c) I was treated fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> (59)
d) Rules were applied fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> (60)
e) Training is conducted without sexual or racial harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> (61)

Q35

If you have any comments on how you were treated at XXX XXX please write them below:

Q36

Do you believe that you were badly or unfairly treated by the staff or other trainees whilst at XXX XXX?

Yes1
No2 IF NO PLEASE GO TO Q43 (62)

Q37

ONLY ANSWER THESE QUESTIONS IF YOU ANSWERED YES AT Q36 OTHERWISE GO TO Q43
Please read the list below and tick the boxes that apply to you:

	By staff	By other trainees	Please tick if you made a complaint	
a) I was physically abused (e.g. hit or kicked)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(8)
i) Please write in what happened: _____ _____				
ii) What effect has this had on you? _____ _____				
iii) How often did this happen?	Just once <input type="checkbox"/> 1	2-5 times <input type="checkbox"/> 2	More than 5 times <input type="checkbox"/> 3	(9)

	By staff	By other trainees	Please tick if you made a complaint	
b) I was intimidated (e.g. threatened)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(10)
i) Please write in what happened: _____ _____				
ii) What effect has this had on you? _____ _____				
iii) How often did this happen?	Just once <input type="checkbox"/> 1	2-5 times <input type="checkbox"/> 2	More than 5 times <input type="checkbox"/> 3	(11)

	By staff	By other trainees	Please tick if you made a complaint	
c) I was made fun of and humiliated	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(12)
i) Please write in what happened: _____ _____				
ii) What effect has this had on you? _____ _____				
iii) How often did this happen?	Just once <input type="checkbox"/> 1	2-5 times <input type="checkbox"/> 2	More than 5 times <input type="checkbox"/> 3	(13)

	By staff	By other trainees	Please tick if you made a complaint	
d) I was verbally abused (e.g. called names)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(14)
i) Please write in what happened: _____ _____				
ii) What effect has this had on you? _____ _____				
iii) How often did this happen?	Just once <input type="checkbox"/> 1	2-5 times <input type="checkbox"/> 2	More than 5 times <input type="checkbox"/> 3	(15)

	By staff	By other trainees	Please tick if you made a complaint	
e) I was picked on continually	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(16)
i) Please write in what happened: _____ _____				
ii) What effect has this had on you? _____ _____				
iii) How often did this happen?	Just once <input type="checkbox"/> 1	2-5 times <input type="checkbox"/> 2	More than 5 times <input type="checkbox"/> 3	(17)

f) I was sexually harassed	By staff	By other trainees	Please tick if you made a complaint	(18)
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	
i) Please write in what happened: _____				

ii) What effect has this had on you? _____				

iii) How often did this happen?				
	Just once	2-5 times	More than 5 times	(19)
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	

g) I was racially harassed	By staff	By other trainees	Please tick if you made a complaint	(20)
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	
i) Please write in what happened: _____				

ii) What effect has this had on you? _____				

iii) How often did this happen?				
	Just once	2-5 times	More than 5 times	(21)
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	

h) I was always given the worst jobs to do	By staff	By other trainees	Please tick if you made a complaint	(22)
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	
i) Please write in what happened: _____				

ii) What effect has this had on you? _____				

iii) How often did this happen?				
	Just once	2-5 times	More than 5 times	(23)
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	

		By staff	By other trainees	Please tick if you made a complaint	
i) I was treated differently to others (e.g. made to do things others weren't)		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(24)
	i) Please write in what happened:	_____			

	ii) What effect has this had on you?	_____			

iii) How often did this happen?		Just once <input type="checkbox"/> 1	2-5 times <input type="checkbox"/> 2	More than 5 times <input type="checkbox"/> 3	(25)

		By staff	By other trainees	Please tick if you made a complaint	
j) Something else:		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(26)
	i) Please write in what happened:	_____			

	ii) What effect has this had on you?	_____			

iii) How often did this happen?		Just once <input type="checkbox"/> 1	2-5 times <input type="checkbox"/> 2	More than 5 times <input type="checkbox"/> 3	(27)

Q38 Why do you think you were badly or unfairly treated?

PLEASE TICK ALL THAT APPLY

- Because of your sex 1
 - Because of your race, colour or ethnic origin 2
 - Because of where you come from 3
 - Because of your social background/class 4
 - Because of your religion 5
 - Because of your sexual orientation 6
 - Because of something else (please give details) 7
- (28)
-

Q39 If you did not complain about any incident of bad or unfair treatment, why was this?

PLEASE TICK ALL THAT APPLY

- It was too difficult 1
 - I did not know what to do 2
 - I did not know who to complain to 3
 - I was persuaded not to 4
 - I considered the incident(s) to be too minor to report 5
 - I did not think people would believe me/take me seriously 6
 - I did not believe anything would be done if I did complain 7
 - I did not want to go through the complaints procedure 8
 - It might be bad for my career 9
 - I was worried I would be considered a troublemaker 0
 - I was worried that it would be repeated or get worse x
 - I thought it would cause problems on the course v
 - Other reason(s) please give details below 1
- (29)
- (30)
-

Q40 If you made a complaint was it dealt with fairly?

- Yes 1
 - No 2
 - Did not complain 3
- (31)

Q41 Was the problem resolved?

- Yes 1
 - No 2
 - Still in progress 3
- (32)

Q42 If you have any comments on how your complaint was dealt with, please write them below:

SECTION 5 - GENERAL

Q43 Below are some statements about the training you received at XXX XXX. To what extent do you agree or disagree with each?

PLEASE TICK ONE BOX FOR EACH STATEMENT a) TO j)

	Strongly agree 5	Neither agree Agree 4	nor disagree 3	Strongly Disagree 2	disagree 1	
a) I was prepared for the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(33)
b) I received regular feedback on my performance ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(34)
c) The reasons for doing things were explained to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(35)
d) The staff/instructors did all they could to help me succeed in training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(36)
e) I feel I personally benefited from the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(37)
f) I feel a sense of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(38)
g) I felt challenged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(39)
h) The training was what I expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(40)
i) I enjoyed the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(41)
j) I feel prepared to go onto the next stage of my career/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(42)

Q44 If you disagreed with any of the statements above please provide comments below to help identify problem areas:

Q45 Would you recommend joining your Service to others?

- Definitely 1
 Probably 2
 Probably not 3
 Definitely not 4 (43)

Q46 What were the 3 worst things about the training?
PLEASE WRITE IN BELOW

Q47 What were the 3 best things about the training?
PLEASE WRITE IN BELOW

Q48 Do you think your course could have been improved?

Yes 1
No 2

(44)

Q49 If Yes, please write in suggestions for improvement below:

SECTION 6 - HOPES FOR THE FUTURE

Q50 How long have you been at XXX XXX for this training course?

Less than 2 weeks 1
2 - 4 weeks 2
1 - 3 months 3
More than 3 months 4

(45)

Q51 What are you doing next?
PLEASE TICK ONE BOX ONLY

I am transferring to another regiment or trade1
I will move on to the next phase of training2
I will be posted to a unit3
I will be waiting for a course to start4
I am leaving the Service5

PLEASE GO TO Q52

PLEASE GO TO Q53 (46)

Q52 What are your hopes for when you have finished training?
PLEASE TICK ONE BOX ONLY

I hope to make a career in my Service 1
I hope to stay to the end of my engagement (Army and RAF only) 2
I will probably leave before or at the end of training 3
I am undecided 4

PLEASE GO TO Q57

(47)

**Q53 Why are you leaving the service?
PLEASE TICK ONE BOX ONLY**

- I am leaving for medical reasons1 PLEASE GO TO Q57
- I am leaving the Service of my own choice2 PLEASE GO TO Q55
- I am leaving the Service because I have been judged unsuitable
for military service3 PLEASE GO TO Q54 (48)

Q54 Please provide reason given for discharge:

PLEASE GO TO Q57

**Q55 Why are you leaving the Service by your own choice?
PLEASE TICK ALL THAT APPLY**

- The Service was not what I expected 1
 - I miss my family or friends too much 2
 - I did not like the lifestyle 3
 - I did not like the way I was treated 4
 - I was not able to do the trade I wanted to 5
 - Other (please give details) _____ 6
- (49)

Q56 If you have any comments on why you are leaving the service, please write them below:

Q57 If you have any other comments about training at XXX XXX, please write them below:

**Thank you for your co-operation.
Please seal the completed form in the envelope provided and hand it in.**