

# Three Dimensional Training Limited

Monitoring visit report

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**Type of provider:** Independent learning provider

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## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Three Dimensional Training Limited (3DT) was formed in 2016 as a provider of commercial and community-related training. In September 2017, 3DT began receiving public funding to provide apprenticeship training. It currently has 25 apprentices. Nineteen apprentices are on apprenticeship frameworks. Of these, 12 are in business administration at level 2, six in management at level 3 and one in leadership and management at level 5. Six apprentices are on the new apprenticeship standards in operations/departmental management at level 5.

3DT also provides apprenticeship training on behalf of another organisation. Currently, it has nine subcontracted apprentices. These apprentices are not in scope for this monitoring visit.

### Themes

#### **How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

#### **Reasonable progress**

Leaders have a clear rationale to provide apprenticeships in specific vocational areas, such as leadership and management, business administration, and customer service. Their apprenticeship training has a positive impact on apprentices and employers. For example, customer service practitioners now make considerable cost-savings for their employers through reducing expenses.

Leaders develop good working relationships with apprentices' employers and recruit apprentices on to programmes with integrity. Leaders also check that employers and apprentices are fully committed to apprenticeship training before they agree to enrol apprentices. Consequently, apprentices remain on their programme and complete it successfully.

Leaders ensure that they plan apprenticeship programmes to meet the principles and requirements of an apprenticeship. They monitor the coordination of on- and off-the-job training. Consequently, most apprentices understand the links between theory

and practice. Leaders are implementing end-point assessment requirements appropriately.

Leaders have a good oversight of the progress that individual apprentices make. They accept that while numbers are small, they are easy to monitor. However, given their plans for growth, they realise that they need to maintain accurate oversight. This is to enable them to hold their managers to account for apprentices' progress and for the quality of the training that apprentices receive.

As leaders rightly acknowledge, governance arrangements are not yet sufficiently comprehensive. Leaders are not held to account formally for the quality of on- and off-the-job training, apprentices' progress and apprentices' achievements. The new governance arrangements have not yet been implemented long enough to judge their impact.

Leaders do not have a clearly defined approach to develop apprentices' English, mathematics and digital skills. As a result, apprentices do not receive frequent tuition and coaching in these subjects. Consequently, apprentices do not improve their knowledge and skills in these subjects quickly enough.

Observers of teaching and learning focus too much on what trainer/assessors do. They do not evaluate sufficiently the quality of the learning that occurs or the progress that apprentices make. Leaders and managers agree that they need to improve their quality assurance processes.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Leaders and managers match the curriculum specifically to apprentices' job roles and training needs. For example, in business administration, employers select optional units in the qualification that match apprentices' job roles. They design the training to enable apprentices to develop substantial new knowledge, skills, behaviours and understanding.

Leaders and managers agree with employers how to sequence the learning effectively. For example, operations/departmental management apprentices study personal development planning at the start of their programme. Consequently, they improve their planning effectiveness and efficiency early in their apprenticeship and this benefits them and their employer.

Employers rightly value the knowledge, skills, behaviours and understanding that apprentices develop. They also appreciate the contribution that apprentices make to their business. For example, the knowledge and skills that operations/departmental

manager apprentices develop in project planning and development result in significant increases in business income generation.

Most apprentices receive frequent group and/or individual off-the-job training on employers' premises. Several employers also provide relevant additional training for apprentices, such as manual handling, and equality and diversity, through e-learning modules.

A small proportion of apprentices on management apprenticeships at level 5 do not complete enough off-the-job training. They do not allocate themselves sufficient time within their working week to take time off for self-study. This means that they either study in their own time or their progress is slower than it should be. Leaders and managers do not take sufficient action to resolve this situation.

Most apprentices produce work of a suitable standard for their level of apprenticeship. Trainer/assessors provide feedback to apprentices. However, trainer/assessors do not set sufficiently detailed targets to challenge apprentices routinely to aim for higher grades in their assessments.

Trainer/assessors do not use the results of apprentices' assessments, completed at the start of the programme, sufficiently to plan individual learning. Many of the targets they set are not challenging enough. As a result, many apprentices do not make the rapid progress of which they are capable.

Trainer/assessors do not produce detailed action plans and demanding targets for apprentices who fall behind. They do not check apprentices' progress frequently enough. Consequently, these apprentices do not catch up as quickly as they should.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders and managers have a good range of safeguarding and safeguarding-related policies and procedures. They follow safe recruitment practices when they employ new staff. Leaders and managers introduce all new staff appropriately to the company's policies and procedures during their induction period. As a result, they understand how to report a safeguarding concern, should one arise.

The designated safeguarding officer (DSO) is suitably qualified for the role. The DSO has good links with external agencies. Staff receive regular training and updates on safeguarding and safeguarding-related matters.

Leaders, managers and trainer/assessors have a good understanding of the importance of safeguarding apprentices. All staff who have contact with apprentices have appropriate risk assessments through the Disclosure and Barring Service (DBS)

periodically. Leaders ensure that new staff do not work with apprentices until they receive an acceptable DBS check.

Most apprentices have a basic awareness of safeguarding, radicalisation and extremism. They are aware of the possible indicators of safeguarding problems and radicalisation issues. Apprentices know how to report safeguarding concerns. However, apprentices' knowledge and understanding of safeguarding, radicalisation, extremism and online safety need development.

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