

# Develop Training Limited

## Inspection report

---

**Unique reference number:** 58196

**Name of lead inspector:** Tim Hanson HMI

**Last day of inspection:** 25 November 2011

**Type of provider:** Independent learning provider

**Address:** Derby Training Centre  
Ascot Drive  
Derby  
DE24 8GW

**Telephone number:** 01332 253510

## Information about the provider

1. Develop Training Limited (DTL) is a technical training company that provides training to customers which include multi-national organisations, small to medium enterprises and sole traders. DTL is a major supplier of technical training to the United Kingdom utility market. Employing 117 staff with 50 full time trainers, DTL delivers gas, water and environment, health and safety, electrical, mechanical and buildings services and corporate development training.
  
2. The majority of DTL business is commercially generated through the delivery of the accreditations and qualifications required to work within the utilities sector. Government funded training accounts for 3% of DTL business through a contract with the Skills Funding Agency. DTL also provides a wider range of learning programmes in the gas and water utilities industries through Train to Gain legacy funding. DTL has major training centres in Derby and York. Currently DTL has 45 apprentices following apprentice frameworks and 79 adults following Train to Gain programmes. Since the previous inspection the organisation has reduced the size of its workforce significantly and re-structured the senior management team.
  
3. DTL provides training on behalf of the following provider:
  - South Leicester College (Engineering)
  
4. The following organisations provides training on behalf of DTL:
  - Gas Assessment and Training Centre (Wales) Limited (Engineering)
  - AVA Training (Engineering)
  - Cross Matrix Limited (Engineering)
  - DETA 2000 Limited (Engineering)

Type of provision	Number of enrolled learners in 2009/10
<b>Employer provision:</b> Train to Gain Apprenticeships	171 learners 122 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
---	----------------

<b>Capacity to improve</b>	<b>Grade 3</b>
----------------------------	----------------

	<b>Grade</b>
Outcomes for learners	3
Quality of provision	2
Leadership and management	3
Safeguarding	3
Equality and diversity	3

<b>Subject Areas</b>	
Engineering and manufacturing technologies	3

## Overall effectiveness

5. Senior managers have a clear strategy to stabilise the organisation, develop and improve business performance and enhance the training provision for learners. Learners acquire high level skills on the training programme which allow them to progress and become fully-skilled utility operatives. DTL provides training and workshop experience that meets the needs of learners and the utility companies well. The overall provision in the engineering subject area is satisfactory even though the quality of teaching and learning is good. Although learners achieve at levels above the relevant national averages some are not completing their training programmes within the planned timescales. Learners feel safe and enjoy their training. Issues that arise for learners during their training programme are dealt with rapidly and they feel very well supported. Leadership and management are satisfactory overall with good planning of the technical training programmes. However, issues were found in the management of data and how it is used to improve learners' progress. Overall scheme administration and in particular the monitoring of learner progress needs to be improved. Arrangements for safeguarding learners are closely monitored with health and safety a high priority. The promotion of equality and diversity is memorable for learners but staff awareness training for both safeguarding and equality and diversity is not regularly carried out.

## Main findings

- The proportion of Train to Gain learners who are successful is good, and for apprentices satisfactory. However, the proportion of all learners who are successful has declined slightly over recent years, and apprentice rates are now just above national averages. Data indicate that current apprentices and Train to Gain learners are making slow progress. Some learners are not aware of their planned end date or what they need to do to complete their programme.
- Learners acquire good workplace skills and knowledge and become valued and effective members of their team. The acquisition of workplace skills is well supported by the good individual mentoring provided by employers and designated mentors. Employers recognise the range and quality of skills that learners develop. Learners are well motivated and are keen to learn.
- Learners feel safe and secure and apply safe working practices well. They have a good understanding of health and safety and demonstrate safe working practices as a priority both in the training centres and in the workplace. DTL pays close attention to continually promoting high safety standards and ensuring that learners have good safety awareness before moving into the workplace.
- Teaching, training and assessment are mainly good. Lessons are generally well planned and learners' knowledge and understanding is thoroughly checked during training. Resources for teaching are good and represent current occupational standards and practices. On- and off-the-job NVQ assessment is very thorough and is supported by continual checking of learners' understanding. However, a lack of tools and equipment exists for some practical training in one training centre.
- The provision meets the needs of learners and employers well. DTL has strong links with employers who speak highly about the willingness of DTL to adapt the programmes further to suit their needs. Individual training plans are tailored to meet the particular needs of the employer and the learner.
- Support for learners is good. Learners value the support that they receive from the workplace mentors and the trainers. Mentors produce monthly reports on each learner and contribute to formal reviews of progress. A high degree of support is received from other employees in the workplace. Learners recognise and appreciate the high level of support the training programme offers.
- A very clear strategic approach to the apprenticeship programme has been adopted by senior management. Despite challenging economic conditions and low customer recruitment of apprentices, DTL has continued to support and invest in developing the learning programmes.
- Highly effective training programmes in the training centres and the workplace ensure learners gain good skills and most successfully achieve their qualifications. Opportunities for assessment on demand are readily available. However, gaps in some areas of quality-assurance management and scheme administration have led to a decline in the number of learners completing within their planned timescales.

- Although learners and staff have a thorough understanding of equality and diversity no formal staff training has taken place to update staff knowledge. DTL has no overall strategy to encourage the participation of under-represented groups.
- Comprehensive safeguarding risk assessments for both learners and staff have been carried out. External reviews have taken place and recommendations been put forward to improve safeguarding and health and safety arrangements. However, formal arrangements for updating staff on safeguarding are not in place.
- The self-assessment process has not been sufficiently inclusive and has resulted in a self-assessment report that is not accurate in all areas. Views have not been systematically sought from all stakeholders. The quality-improvement plan (QIP) is more accurate and is used to drive improvements. However some staff are unaware of all aspects of the QIP.
- Management of subcontractors is not monitored closely enough even though detailed service-level agreements are in place. Although programme issues are identified informally and resolved, monitoring visits are not regular or formalised.

### **What does DTL need to do to improve further?**

- Improve overall success rates by raising awareness of individual learner plans and tracking with all involved in the training process.
- Increase and improve the quantity and quality of tools and equipment used in some practical skills training sessions to match the best sessions.
- Introduce more effective learner tracking that is centrally based and that clearly identifies any concerns about learner progress. Ensure management information systems present accurate information to fully support and enhance learner progress and achievement.
- Develop safeguarding awareness through training and regular updates to ensure that all staff and learners fully understand the broader safeguarding aspects.
- Raise staff awareness of the latest equality and diversity legislation through formal training and work with employers to encourage the wider participation of under-represented groups.
- Revise the self-assessment process to gather a broader range of views including those of learners, supervisors and other stakeholders to provide a more evaluative programme summary.
- Review subcontractor monitoring arrangements to ensure regular formal quality assurance takes place of the services provided.

## **Summary of the views of users as confirmed by inspectors**

### **What learners like:**

- the very good training
- the willingness of staff to help and support them
- training that will result in a secure job
- learning a good trade
- off-the-job training is linked to work tasks
- being treated like adults by DTL staff and employees.

### **What learners would like to see improved:**

- tools and equipment at York training centre.

## **Summary of the views of employers as confirmed by inspectors**

### **What employers like:**

- high degree of flexibility that DTL demonstrates
- knowledge and skills that apprentices learn
- learners' good health and safety awareness
- good support for learners from DTL
- the high quality training.

### **What employers would like to see improved:**

- tools and equipment for some technical training
- more opportunity to network with other utility providers.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

6. DTL has not maintained the predominantly good provision identified at the previous inspection. Systems to monitor and review learner progress have not been well managed resulting in many learners not completing within their planned time scales. However, overall success rates are above national averages with high levels of performance in the Train to Gain provision. Views of learners and employers are sought regularly and analysed with good examples of resulting improvements identified and thorough follow-up of potential safeguarding and diversity issues. The quality of subcontractor management and overall quality-improvement systems, including the self-assessment process, are areas identified by inspectors that need to be improved. Systems for monitoring the quality of teaching and learning are regular and well recorded with a link to the staff performance appraisal process.
7. The self-assessment process is not fully inclusive with opportunities being missed to gain views from a range of internal and external partners. Although the major issues are identified, the report is not sufficiently accurate and does not drive forward improvement. However, the organisation's QIP is relevant, regularly monitored and updated and used as a key document for supporting change.

### Outcomes for learners

**Grade 3**

8. Success rates for Train to Gain learners are high at 94% and for apprentices satisfactory at 75%, although some do not achieve within their planned timescale. Rates for all learners have declined slightly over recent years, but are still above national averages. Data indicate that current apprentices and Train to Gain learners are making slow progress. Learners acquire good vocational workplace skills and knowledge, and become valued and effective members of their team. The acquisition of workplace skills is further supported by the good individual mentoring provided by employers and mentors. Apprentices are well motivated, keen to learn, and are very positive about their training. DTL monitors the performance of different learner groups effectively.
9. Employers provide good additional training and qualifications beyond that required for the apprenticeship framework. Apprentices value these opportunities and recognise that they provide valuable skills and knowledge.
10. Learners feel safe and apply safe working practices well, both at DTL and in the workplace. They work to high standards in health and safety, and take responsibility for their own safety and that of others. They have a particularly good understanding of the requirements for gas safety. Safety is further supported and embedded by the work of the mentors, employers and assessors. Learners understand safeguarding well.

## The quality of provision

## Grade 2

11. Teaching, learning and assessment are good. Resources for teaching and learning are mainly good. Most learners engage in their sessions well and are clear about the aims and objectives of the sessions. Tutors regularly check understanding and give appropriate praise and feedback. Practical skills teaching is particularly well planned and delivered although some of the practical tools at one training centre require improving. The skills training activities are well matched to 'real work' situations and prepare the learners well for their duties at work. A high level of understanding of task and responsibility was demonstrated by learners during a simulated 'gas pipe repair' activity. NVQ assessment is thorough and robust with supportive feedback given to learners. Under performance is appropriately challenged and remedial action agreed with learners.
12. The provision that DTL offers is tailored well to the particular needs of the employers and learners. This is appreciated by employers as the learners are 'work ready' at an early stage in their careers and are better prepared for real work situations. Learners enjoy their training. Some learners have the opportunity to study additional qualifications which include deep excavations, new road and street works, alongside the apprenticeship framework.
13. DTL has strong links with employers at an operational level ensuring appropriate support and guidance is available for learners. Provider and assessor operational meetings are held with employers to review learner performance. Employer representatives are often present at learner reviews and support DTL in helping learners achieve their targets; however, individual learning plans are not always referred to and updated. Employers value highly the working relationships they have with DTL.
14. Learners are assigned workplace mentors who give continual effective support for learners to develop their skills, knowledge and safety standards. Employers and assessors also contribute to the good support for learners. Learners receive effective regular performance review sessions where health and safety and equality and diversity issues are discussed. In these sessions targets are reviewed and appropriate further actions agreed. Clear records are communicated to employers who are willing to modify learner work patterns to accommodate individual development needs. Learners speak highly of the support they are offered from both DTL and employers and have a clear understanding of how this contributes to their future careers.

## Leadership and management

## Grade 3

15. A very clear strategic approach to the funded training programmes has been shown by senior management. Despite difficult trading conditions and difficulties caused by staff reductions, the organisation has continued to support and invest in developing the training programmes and training staff. Strategies are in place to consider projected increases in learner numbers and radical



changes are planned for the programme delivery model from January 2012. Plans to work in partnership with a large college provider are in place.

16. Highly effective implementation of the training programmes ensures learners are successful in the overall completion of their training programmes. A comprehensive management information system has recently been introduced. However, learner progress is not always closely monitored, particularly in Train to Gain. Management information systems produce a series of data reports that monitor progress; however, this data is not well managed and communicated to ensure learners complete within their planned timescales.
17. Arrangements for safeguarding are satisfactory. DTL places a high priority on the safety and well-being of learners. Health and safety is closely monitored and learners feel very safe. Legislative requirements regarding safeguarding are met and these are reflected in well written policy and procedure documents. Learners are well aware of safeguarding overall and particularly health and safety and are well aware of their responsibility to colleagues. Comprehensive safeguarding risk assessments for learners staying in residential accommodation are regularly carried out. Direct reporting lines are in place to the Chairman/Chief Executive to ensure senior managers are aware of any safeguarding incidents. Following a lone-working incident, working practices were rapidly altered and all staff programmed to attend health and safety training. Although regular safeguarding bulletins and latest publications are circulated by management, no formal awareness training has been carried out for all staff.
18. Equality and diversity are satisfactory within DTL. Learners are fully aware of their responsibilities to respect, promote and value diversity. They are introduced to equality and diversity at induction and this is reinforced well throughout the programme. All staff have a thorough understanding of equality and diversity with some being formally trained and regular updates circulated. However, no formal regular training takes place to update staff knowledge. All relevant policies are in place. Minority ethnic participation on the training programme is reflective of national participation. However, the company have been unsuccessful in attracting females on to its training programmes. Documentation and promotional material display examples and opportunities to encourage participation from under-represented groups. Although DTL does not directly recruit learners, no strategy is in place to actively promote the training programmes to under-represented groups through employers. Comprehensive policies cover bullying and harassment and a particularly good example of learner feedback being followed through to investigate potential racial comments was identified by inspectors. Data is analysed to compare performance of different groups on the training programmes.
19. Regular gathering of learner and employer views takes place and these are thoroughly analysed to identify trends and individual issues. Good examples of learner and employer feedback leading to improvements were identified by inspectors. Examples include improvements to course materials and to course

joining instructions. Staff are able to influence improvements through a range of monthly meetings which include the sharing of good practice between assessors. Good relationships with awarding bodies, sector skills councils and other training providers has led to wider opportunities for learners. Formal agreements are in place with most subcontractors; however, although regular monitoring of subcontractor activity takes place, arrangements for this are informal and in one instance have contributed to learners not completing their training programmes within the planned time.

20. Quality improvement within DTL is effectively formalised through the detailed QIP. Key aspects are monitored by the quality manager and used as a driver for progress. However, issues concerning the completion of learner programmes within their planned time are not given sufficient priority to ensure training staff are aware of the required current focus. The self-assessment report identifies some of the major issues but views have not been sought from learners, supervisors and training managers. Draft versions are distributed before publication for senior management comment. However, the QIP is more accurate and does drive forward improvement.
21. DTL provides satisfactory value for money. Highly effective training takes place both on- and off-the-job and the majority of learners achieve. Technical training resources are mainly good and learners acquire good skills which enable them to progress with their employers. However, some learners are not completing their qualification within their planned time.

## Information about the inspection

22. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's Quality Manager, as nominee, carried out the inspection. Inspectors also took account of the DTL's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
23. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in the subject area DTL offers.

**Record of Main Findings (RMF)**  
**Develop Training Limited**

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	<b>Overall</b>	<b>Employer responsive</b>	
<b>Approximate number of enrolled learners</b>			
Full-time learners	124	124	
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>	
<b>Capacity to improve</b>	3		
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>	
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals? How well do learners progress?	3 3		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>	n/a		
<i>How well do learners make a positive contribution to the community?*</i>	n/a		
<b>Quality of provision</b>	<b>2</b>		<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
<b>Leadership and management</b>	<b>3</b>	<b>3</b>	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a		
How effectively does the provider promote the safeguarding of learners?	3		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

\*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)