

DMT Business Services Ltd

Inspection dates		2-5 October 2012
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Independent learning provider

Summary of key findings for learners

This provider is good because:

- A high proportion of learners complete their apprenticeships in care, construction and business administration.
- Apprentices develop very good personal, social and employability skills.
- Many learners progress to further qualifications, employment or promotion within existing employment.
- Teaching, training and assessment are good because assessors have strong vocational expertise and use this well to enliven training and help learners to develop good occupational skills.
- DMT engages very well with learners from disadvantaged backgrounds with multiple barriers to learning.
- DMT manages the provision very effectively and has improved the quality of the provision against a context of economic decline and significant change.

This is not yet an outstanding provider because:

- The number of learners who complete their apprenticeships within the allocated time is improving but not yet above the national average.
- Target setting lacks rigour and the provision of written feedback to learners is insufficient.
- The use of information and communication technology is underdeveloped both in assessment and in the virtual learning environment.

Full report

What does the provider need to do to improve further?

- Continue to improve the success rates on all courses and especially ensure that learners complete within the allocated time by increasing the rigour of target setting and providing more detailed written feedback.
- Promote the use of electronic media and introduce e-portfolios, electronic recording of assessment and the development of the virtual learning environment to enhance the learning experience particularly for learners who are remote from the training centre.

Inspection judgements

Outcomes for learners	Good
<ul style="list-style-type: none"> ▪ Outcomes for learners at DMT are good particularly with respect to the low starting points for many learners. Overall apprenticeship success rates are good for construction, care and business administration and are above the national average. There has been a significant increase in the number of learners who complete their qualification within the allocated time; however, this is still below the national average. ▪ Learners enjoy their learning and make good progress towards their qualifications. They participate well in training sessions and develop good attitudes towards learning and work. Trainers work well with some learners with challenging behaviour and develop an atmosphere of mutual respect. ▪ There are no significant differences in the achievement of apprentices from different backgrounds. DMT manages data well to monitor the performance of different groups. All learners have access to good, flexible support which ensures that each learner has the opportunity to succeed. ▪ Learners develop very good personal, social and employability skills. They develop subject-specific skills and gain in confidence which motivates them to achieve high standards in the workplace. They produce a good standard of both written and practical work. ▪ Learners progress very well into further qualifications, employment and gain promotion. Some learners have progressed to higher education courses and some further their career aspirations by gaining management qualifications. A care learner has progressed through courses run by DMT from a basic care qualification to a higher management qualification so as to manage her own care home. 	
The quality of teaching, learning and assessment	Good

- Teaching, learning and assessment are good and match learners' improving outcomes. Good support for learning and personal needs, together with high expectations, builds learners' confidence and encourages learners, so more are now achieving their qualifications in the time planned. Assessors are very flexible and responsive and this supports the learners well, especially those who work nights, evenings and weekends.
- Assessors are enthusiastic, ensure learners enjoy their training, make regular visits and give learners a great deal of guidance and encouragement. Learners are challenged in their practice and produce high quality assignments with some being outstanding. Assessors work well to extend learners' knowledge, skills and understanding of their subject area.
- Assessors are well qualified and make good use of their knowledge and wide occupational experience. The learners value their skill in bringing the training to life, as this engages and

motivates them well, but there is little use of on-line resources or technologies. Independent learning skills are promoted well and most learners improve their use of computers for research and assignments.

- Initial assessment is comprehensive and thorough, expectations are clearly set out and assessment is used well to plan training and provide any additional support needed. Assessment is good overall; however, some learners do not take full responsibility for their own learning and portfolio development. Monitoring and tracking of learner progress has improved, but there is no overall picture of progress for learners, staff or employers.
- Learners know what they have to do to progress towards their qualification and assessors provide positive and constructive feedback. Some written feedback is insufficiently detailed to inform learners how to improve their professional practice further. Reviews of learners' progress are very thorough and are carried out very regularly.
- Learners understand the importance of improving their English, mathematics and functional skills and work is of a good standard with a good pass rate. Key skills and functional skills are introduced early and integrated well in most subject areas. Target setting for functional skills is mostly good, but feedback to learners is sometimes insufficient.
- Good relationships with employers are used well to enhance the quality of the training provision. For example, assessor training is provided for employers to enable them to support learners well. Assessors keep in close touch with employers who have a good understanding of learners' progress, although employers are often not present at reviews.
- Assessors typically give good timely information and advice that supports learning and includes advice on the use of websites and next steps in training. Clear guidance at induction advises learners on what to expect and progression routes are well planned. The wide range of programmes is carefully chosen to provide coherent progression routes which are well understood by learners.
- Promotion of equality and diversity in teaching and learning is good throughout the programme and staff are knowledgeable and sensitive to equality of opportunity, engaging all learners well and checking their understanding regularly. Learners' understanding is reinforced well at most reviews, although not always recorded in detail. In-depth quality professional discussions enable learners to develop good reflective and sensitive practice.

Health, Public Service and Care

Apprenticeships

Good

- Teaching, learning and assessment are good, reflecting the good outcomes for learners. Learners enjoy their studies and are well motivated to improve their practice and progress to further study, for example into nursing. Portfolios are well presented, demonstrating a good standard of work with some outstanding examples.
- Assessors are well qualified and vocationally experienced and use this effectively to help learners explore often complex issues in the adult care programme, for example the particular issues regarding safety and safeguarding those in the community. Learners understand clearly their role and responsibilities, particularly the importance of accurately recording their work with each client.
- Assessors enable learners to develop good personal skills, including improved self-confidence, enabling them to take greater responsibility within the work setting. For example, a learner in a residential home is responsible for taking and recording clients' blood pressure. Learners are developing good, and appropriate, research skills and reflect on the work they do, ensuring an improved standard of care for clients in a variety of care settings.
- Initial assessment is thorough and completed by the assessor within the work setting. Diagnostic testing is thorough and identifies support needs for individuals. In one good example,

a learner with dyslexic tendencies was encouraged to have an eye test and tinted glasses, improving self-esteem and reading, and enabling successful completion of the apprenticeship programme.

- Key skills are well developed, with assessors working closely with key skill specialists to assess, and effectively support, individuals, and offering good individual specialist support within the workplace as required. Assessors promote good communication, improving writing and presentation skills, although spelling is not always corrected. Learners gain appreciation of the importance of numeracy through an assignment based upon risk assessing pressure areas.
- Learners and employers appreciate the flexibility of assessors in meeting their individual needs and the needs of the care setting. Those wishing to complete early, or who are struggling, are supported through more frequent visits. Partnership working between the assessor and employer is very good, ensuring that learners' progress is monitored, and support provided, to ensure appropriate evidence is collated.
- Assessors adopt a good coaching model encouraging learners to reflect on their practice more effectively during the session. However, little use is made of technologies to provide a more dynamic learning experience, for example accessing the internet for research or to view a short video clip. The virtual learning environment is being developed; however, few learners access this.
- Assessor verbal feedback to learners is detailed and constructive in identifying areas for improvement. However, this is not always recorded in detail for future learner reference. Assessors provide adequate hand outs and signpost learners to a number of relevant texts along with resources available within the work setting.
- Initial information, advice and guidance are good. Learners state they are clear about the demands of the programme and the potential for progression. Assessors work closely with employers to support learners who wish to gain promotion or move to another level of study, for example nursing qualifications.
- Equality and diversity are integrated fully into the learning programme and are core values for this programme area. Assessors regularly reinforce equality and diversity at reviews and undertake professional discussion of aspects of care provision which extends learner understanding of the implications for their work within the caring professions. Learners clearly understand and demonstrate the importance of working to identify and meet individual needs well.

Construction, Planning and the Built Environment

Apprenticeships

Good

- Teaching, training and assessment are good with the success rates well above the national average. The flexible approach to attendance to suit employer and learner needs has contributed significantly to the learners completing their programmes earlier than planned. Progression from foundation learning into employment is good, with 63% of learners moving on to apprenticeships in 2011/12.
- DMT ensures that good use is made of opportunities in the community for learners to undertake training in a real working environment, which stimulates learning and learners' enjoyment. The learners benefit from the high expectations, engagement and support provided through good coaching by assessors, and develop a wide range of skills to enhance their employability. In one excellent example, learners are renovating a local boxing club, supervised by an on-site supervisor, to ensure a high quality of work is produced for the client.
- Staff plan very effectively to ensure that lessons are organised well. They hold relevant qualifications and use their skills effectively to deliver teaching. They use their excellent subject and industry experience to enhance learners' understanding well.

- Assessors provide individual support to learners who gain in self-confidence. The learners strive to meet high standards set, particularly in practical training sessions. They develop good practical skills, are challenged and progress well during sessions.
- Tutors prepare and plan good theory teaching sessions which have learners fully involved by relating the theory to practical real-life situations. Interaction between learners is good with clear evidence that learners are enjoying learning, improving planning and time management to complete tasks well. Effective monitoring during sessions is used to check progress and ensure successful completion of work set at the end of the session to the required standard.
- DMT has developed a thorough induction and initial assessment process and provides good support for learners to ensure they are on the most appropriate course. Learners are encouraged to sample different trades within the provision to ensure they choose the most suitable route for them. This has increased the retention of learners, which is now good.
- Learners understand their progress through the review process and where they are currently in their main programme. The reviews also include aspects of health and safety, and equality and diversity. The majority of reviews actively involve the employer. However, there is insufficient target setting to enable learners to take greater ownership of their progress to move to the next stage in learning.
- Success rates in key skills are good. Provision is well planned for the early part of the course to enable learners to use the enhanced skills gained on the main programme. Projects are vocationally relevant and learners produce work of a high standard. However, feedback is sometimes not sufficiently detailed to ensure learners understand how to improve or to raise expectations.
- Arrangements for pre-course information, advice and guidance are good. Staff hold relevant qualifications and all learners have a detailed one-to-one interview. Very effective processes signpost learners to other providers or support agencies when appropriate.
- DMT ensures good attention to equality and diversity is given during induction, and the on-going review process where various themes are covered. This is reinforced through all learners taking equality and diversity training as part of their main qualification, and in the workplace.

Business, Administration and Law

Apprenticeships

Good

- Teaching, learning and assessment are good and relate well to the overall outcomes for learners that are significantly above the national average. Data are effectively analysed and inform target setting for the area. Learners make good progress in the workplace and improve the quality of their work, as well as developing personal attributes including increased confidence, time keeping and punctuality.
- Assessors set high, realistic expectations for learners during induction that is completed in the workplace together with the employer. Care and support of learners are good with outstanding aspects and all learners receive one-to-one coaching and pastoral support at least once a month. Assessors provide additional support very effectively to learners through additional coaching sessions.
- Teaching, learning and assessment in the workplace are well planned, holistic and effectively link the components of the apprenticeship framework. Assessors are very experienced occupationally and hold relevant qualifications. However, there is limited use of digital technology and the use of the virtual learning environment is under developed.
- Target setting is good; however, learners are not always fully aware of what is required of them and by what time. In an observed good session, the assessor discussed progress and extended this into target setting, while linking to evidence requirements for the qualification. The learner

was then able to identify relevant work opportunities that would generate appropriate evidence and was fully aware of deadlines.

- Initial assessment outcomes are used very well by assessors to inform individual learning plans. Qualification units are selected strategically by the assessor and the learner, taking into account job role and learner aspirations, and these are agreed with the employer. However, there is no formal written procedure for assessors and learners to track progress to ensure timely completion.
- Learners receive good verbal feedback; however, there is not always sufficient written feedback on assessments. In one good example, a learner was encouraged to note down feedback and recommended improvements which were checked by the assessor before moving on to the next point. Employers are well informed verbally of assessment outcomes, learner progress and targets set, although not always involved in the process.
- Teaching, learning and assessment of key skills are sufficient to meet the needs of learners and most learners are achieving. Learners complete generic projects, but there are few vocational links or relevance to work-based activities. Errors in English are not always systematically corrected by assessors.
- Initial advice and guidance relating to the provision within the organisation are informative and very effective. However, learners' access to impartial advice and guidance at key points in their learning is insufficient. Learners are not always directed to appropriate services for career advice or alternative options of education and training.
- Equality and diversity are very well promoted. Assessors effectively link legislative requirements with vocational practice and extend learner knowledge through direct and extended questioning. In one good example, a learner was able to give good examples of how social inclusion and diversity were used in supporting customers and colleagues.

The effectiveness of leadership and management

Good

- Leadership and strategic management are good. DMT has managed the provision well to cope with a difficult period economically, which has entailed significant changes within the company and a reduction in the size, but not the scope, of the provision. Senior managers have a clear vision of the future developments needed to assure the financial well-being of the company and the breadth of the provision.
- Operational management of the provision is good with a well-established meeting structure and good communication. Assessors are set challenging targets which are monitored carefully at monthly management meetings. Managers monitor overall performance and also check learner progress to ensure that assessors are made aware of any learner who is at risk.
- Staff are well qualified with relevant up-to-date work experience. DMT provides good opportunities for staff to maintain their skills and to develop professionally. Some staff have extended their professional competence beyond their subject sector area with the support of DMT to support their teaching expertise.
- DMT manages resources well. Training centres, which were not viable economically, have been converted into commercial premises and rented to local businesses on the condition that they employ apprentices. The training rooms at the remaining training centre are well equipped and maintained adequately. However, the electronic resources to support training are under developed.
- Self-assessment is well established and thorough, using views from learners and employers which are collated from regular surveys and also from interviews. Company meetings focus on the quality of delivery and how it can be improved. The self-assessment report is well written, judgemental and largely accurate, with grades and judgements matching those reported by inspectors.
- Managers have implemented a variety of robust measures to improve the quality of the provision to increase the success rates which are now improving and generally above the

national average. The quality of the documentation has improved, although it is too early to assess the full impact. The system for observing teaching and learning has been reviewed and plans are well developed to introduce detailed, robust procedures.

- DMT manages the provision very effectively to meet the needs of learners and employers. It has adapted the delivery of programmes and reviews to fit the shift patterns of learners and also fit into the activities within the employment sites. The choice of programmes on offer meets both local and national needs.
- Partnership working is good and DMT has good contacts with a variety of local providers and networks. It works well with employers to develop new learner placements and employment opportunities. Communication with the subcontractor is excellent and they work closely together on a variety of project work.
- The range of programmes offered by DMT is good and learners are generally on the most appropriate course to meet their needs. Information, advice and guidance concerning the programmes which are offered by DMT are good, but impartial advice concerning alternative learning opportunities is insufficient.
- Equality and diversity are very good and are fundamental to DMT, who places great emphasis on engaging disaffected learners with multiple barriers to learning. Learners have a good understanding of equality and diversity issues which assessors promote well at reviews. DMT has robust policies to combat bullying and harassment which are very effective.
- The provider meets its statutory requirements for safeguarding learners. DMT has good safeguarding procedures. It meets all the statutory requirements with respect to appropriately trained safeguarding officers and staff, and all necessary Criminal Records Bureau checks have been completed. Good support is available for learners within the company as well as good links with outside agencies.

Record of Main Findings (RMF)

DMT Business Services Ltd

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships
Overall effectiveness	2	2
Outcomes for learners	2	2
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Building and construction	2
Administration	2

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	2	0	0	14	0	35	0	0
Part-time	0	0	0	0	0	0	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	41	74	5	59	0	0		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> Cornwall Community Action Network 							

Additional socio-economic information

Cornwall is the only United Kingdom area still attracting convergence funding due to poor economic productivity. The economy of Cornwall is dominated by small employers, most of whom are in lower value sectors with lower wages. The number of jobs is reducing and unemployment is rising due to the challenging economic environment. Cornwall has a higher rate of unemployment than neighbouring counties in the south west of England.

Information about this inspection

Lead inspector

Charles Clark HMI

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

What inspection judgements mean

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

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

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk or if you have any questions about Learner View please email Ofsted at: learnerview@ofsted.gov.uk

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, 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 4234, or email 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 provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2012