

# Inspection of The Development Fund Limited

Inspection dates:

26–27 November 2019

## Overall effectiveness

## Requires improvement

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The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Apprenticeships	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

The Development Fund Ltd (TDF) was established in 2005 to provide training for workers in the passenger transport industry. In April 2017, TDF became a prime contract independent learning provider. It receives funding through the apprenticeship levy. All apprentices study the level 3 standard in travel consultancy. Of the 89 who started the programme, 45 are still in learning.

## **What is it like to be a learner with this provider?**

All apprentices are employed in travel agencies throughout the country. They enjoy working with young people to find them interesting and challenging holiday and travel destinations.

Apprentices value their trainers' extensive knowledge and make good use of this to support their professional and personal development. They find this particularly helpful when new to the travel industry to build confidence when dealing with customers.

Most apprentices benefit from visits to international destinations as part of their studies. This is highly valued. Apprentices gain practical experience of locations and cultures which allows them to talk informatively with their customers about the options open to them when planning trips.

Apprentices feel and are safe.

## **What does the provider do well and what does it need to do better?**

Leaders work closely and effectively with employers in the travel and passenger transport industry. At the previous monitoring visit, nearly half of the apprentices had left their programme. This was due to threatened redundancies and the volatile nature of the travel industry. Leaders have dealt with this sensitively and continue to provide support to those apprentices who lost their jobs.

Leaders ensure that apprentices receive high-quality training and that the provision is well managed. The appointment of a quality manager has improved the monitoring of apprentices' progress and increased their retention. Recent appointments to the board have been made carefully to provide leaders with independent oversight of the business and the knowledge and experience to develop the business further.

Since the monitoring visit, leaders have developed curriculum plans that identify on- and off-the-job training sessions and important milestones that apprentices need to meet to ensure they make good progress. These developments are recent, so it is not possible to judge the full impact.

Apprentices develop relevant skills, knowledge and behaviours, but quality improvement actions have been implemented too slowly, and this hampers progress. For example, the continuous professional development of trainers is not focused on improving the quality of education. As a result, a few apprentices who enrolled at the start of the apprenticeship programme do not value the apprenticeship as highly as those apprentices who enrolled 12 months ago and are ready for their end point assessment (EPA).

Leaders do recognise the significant weaknesses of the provision, and appropriate actions have started to have an impact. As a result, of the 45 apprentices who were

on programme at the December 2018 monitoring visit, almost all have reached their EPA.

Trainers have relevant experience and knowledge that they use effectively in order to develop apprentices' professional competence. One-to-one sessions are engaging and prepare apprentices well when dealing with customers. Apprentices become confident in identifying geographical locations and recommending destinations for young people through research projects.

Apprentices broaden their subject knowledge through visits to destinations they sell to customers. This forms part of their off-the-job training and broadens their skills and supports their professional development. For example, apprentices had first-hand experience of a beach clean-up in Malaysia and understood more about tourism and its environmental impact.

Apprentices demonstrate high levels of professionalism. They are aware of company values and what is expected of them. They demonstrate this in their behaviours and interactions with customers when advising them of the challenges they may face when taking part in a trekking holiday. They are motivated to learn, and most value the training and the opportunity this gives them to develop their skills and behaviours in the workplace.

Apprentices without a level 2 in English and/or mathematics have gained their qualification. However, trainers do not ensure that these important employability skills are promoted throughout the programme. In a few instances, apprentices do not receive sufficiently detailed feedback to enable them to improve their submitted work.

Apprentices are aware of British values and can identify them. However, tutors do not discuss these values in the context of tourism and, as a result, apprentices are not able to apply this knowledge to the industry they work in.

Apprentices do not receive enough careers guidance throughout the programme to help them to identify how they might progress within the industry or outside of their current roles. This has recently been integrated into progress reviews, but it is too early to judge its impact.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers make sure that apprentices are safe and work safely during training and in the workplace. Apprentices understand the dangers of radicalisation and extremism, and they know what to do if they have any concerns and how to raise them with their employer or trainer. No significant safeguarding issues have been raised.

The designated safeguarding officer and deputy are appropriately qualified. All staff

receive level 2 safeguarding training. A central record is maintained that contains staff disclosure and barring service checks, and training and development records.

### **What does the provider need to do to improve?**

- Ensure that employers and apprentices receive relevant curriculum plans that include all on- and off-the-job training required for the apprenticeship, to help plan individual learning.
- Ensure that the weaknesses identified in the quality of provision have measurable improvement actions and that these are monitored regularly.
- Ensure that apprentices have a thorough understanding of British values, safeguarding, and equality and diversity so that they are well prepared for living and working in modern Britain.
- Ensure that the continuous professional development of trainers focuses on improving the quality of education.
- Ensure that apprentices receive independent advice and guidance throughout the programme and they have a good understanding of their future career prospects.

## Provider details

<b>Unique reference number</b>	2495131
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<b>MD</b>	Mat Chapman
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

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Emma Woods

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