

T3 Training & Development Ltd

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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

T3 Training & Development Ltd began to deliver levy-funded apprenticeships in September 2018. Apprentices work in large companies across the country. Currently, the company has 13 apprentices on level 3 standards-based programmes. Of these, two thirds are on the design and draughtsperson apprenticeship and the rest are on the digital engineering technician apprenticeship. The company has two subcontracting arrangements with Barnsley College and Derby College.

Themes

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

Reasonable progress

Leaders and managers have a clear aim and rationale for providing this specialist curriculum. They made the strategic decision to include relevant qualifications, recognised by the sector, in the standards in order to benefit apprentices and their employers. They have identified a knowledge and skills gap in the construction design and civil engineering workforce. In response, they introduced an ambitious curriculum to fill this higher-level skills gap. Leaders are developing plans for progression to specialised level 4 programmes.

The provision meets the principles of an apprenticeship. Apprentices successfully develop their technical knowledge and become more confident in working in the construction and engineering sectors. They have a good understanding of the content of end-point assessment. Their work on case studies prepares them well for assessment. However, a few apprentices are not aware of the external assessment requirements of this component of their programme.

Managers recruit industry-specialist staff and offer internal development opportunities to ensure that staff retain expertise. Apprentices benefit from their trainers' experience and most have high aspirations to reach distinction grades. Managers ensure that staff use quality assurance arrangements effectively to check tutors' performance.

All the apprentices who started their programmes are still in learning. Most aspire to progress to higher levels in the sector. However, apprentices have insufficient access to impartial advice and guidance to help them to understand the breadth of their career options.

Managers use their self-assessment process accurately to determine the provision's strengths and areas for development. They are aware of which apprentices are at risk of falling behind and they take action rapidly to bring about improvements. Managers do not yet have formal governance arrangements in place, but they have identified the need for this in their quality improvement plan.

Leaders have effective arrangements in place to manage the quality of provision provided by their subcontractors.

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

Apprentices develop advanced knowledge and skills in technical design within the built environment sector. Employers are right to value the contribution that the training adds to their employees' competencies. The apprenticeship standards are relevant to the job roles that apprentices have in their workplaces. Typically, apprentices do not have prior experience of working in technical draughting and design. As a result of their training, they develop substantial new knowledge and skills, which are highly relevant to their roles.

Apprentices attend off-the-job training weekly. Employers support this in order to enable apprentices to benefit from training and support. Trainers plan and deliver the training well to ensure that apprentices quickly develop their knowledge.

Tutors and trainers are well qualified. They have a good combination of industrial and teaching experience. Employers play an active role in the training. Apprentices swiftly apply their new knowledge and skills at work.

The science and mathematics that apprentices learn enable them to gain relevant industrial knowledge. Apprentices confidently use this knowledge at work and in their personal lives. Most apprentices produce good-quality written work. However, the quality, timeliness and sufficiency of feedback from a few tutors is not good enough. As a result, a few apprentices do not have a clear view of their progress across the programme, or the specific actions they need to take to improve all aspects of their work.

During taught sessions, tutors do not consistently check that apprentices retain knowledge and skills. Tutors rely too much on modular assessment at the end of units. Therefore, a few apprentices do not make the expected progress from their

starting points. Tutors check that apprentices use their knowledge, skills and behaviours successfully in the workplace. They have begun to map the standards in the apprenticeships to the constituent qualifications. However, these actions are in the early stages of development.

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

Apprentices feel safe in work and in the training centres. They have a good understanding of how to stay safe and report concerns. Designated safeguarding leads have completed appropriate qualifications to carry out their roles. Managers ensure that all staff are subject to Disclosure and Barring Service checks.

Managers promote a culture of working in safe environments. This is in line with external requirements. While fundamental British values form part of apprentices' induction and reviews with trainers, apprentices cannot always relate this information to their work practices.

Managers have implemented a policy and risk assessment relating to the 'Prevent' duty. This results in most apprentices being able to articulate clearly the risks of radicalisation and how to keep themselves safe from extremism. However, safeguarding leads are unaware of local risks. Consequently, they do not inform staff and apprentices of these potential risks. Managers are taking prompt action to address this.

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