

# Doncaster Conferences, Catering and Events Limited

Monitoring visit report

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**Unique reference number:** 2539292

**Name of lead inspector:** Ken Merry, Her Majesty's Inspector

**Inspection dates:** 21–22 October 2020

**Type of provider:** Independent learning provider  
DCLT Training Academy  
Bond Street

**Address:** Rossington  
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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 provider received a monitoring visit under these arrangements and was found to be making insufficient progress against one or more themes.

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out additional monitoring visits to new providers that were judged to be making insufficient progress against one or more themes at their previous monitoring visit and would have been due their full inspection up to or during the interim phase but have not received it because of the suspension of routine inspections. This monitoring visit was undertaken as part of those arrangements as outlined in the [interim phase operational note for further education and skills](#) and with reference to the further education and skills handbook and is focused on the themes set out below.

Doncaster Conferences, Catering and Events Limited is a wholly owned subsidiary of Doncaster Culture and Leisure Trust. It began to deliver apprenticeships through its direct funding contract in September 2018. Currently, there are 20 apprentices on standards-based programmes. Of these, 10 are on the customer service practitioner programme at level 2. A further six are on leisure duty manager and team leader/supervisor programmes at level 3. Four apprentices are on the operations/departmental manager programme at level 5. All apprentices are employed by Doncaster Culture and Leisure Trust.

### Themes

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

**Insufficient progress**

Leaders and managers have not overcome the weaknesses found at the previous monitoring visit. While leaders have taken action to address some of the weaknesses, they have been too slow to make necessary improvements to the quality of provision. As a result, almost all the apprentices that remain on their programme are beyond their planned end date and are making slow progress towards achieving their apprenticeship.

Staff do not plan apprentices' programmes well enough. They do not ensure that apprentices receive their entitlement to off-the-job training. As a result, the provider's delivery still does not meet the principles of an apprenticeship.

Leaders have not ensured that programmes are suitable for apprentices, all of whom they recruited prior to the previous monitoring visit. Most apprentices already have the skills to carry out their job effectively, and the apprenticeship does not enable them to develop new occupationally specific skills, knowledge and behaviours. Managers have a plan in place to improve initial advice and guidance for new recruits. However, as they have been unable to recruit new apprentices following their previous monitoring visit, this has not been implemented.

Leaders at the trust who have governance responsibility have a clear understanding of the weaknesses in the provision. They recognise, however, that they do not have appropriate expertise in education and skills to hold tutors to account. They are in the process of recruiting a board with the specific expertise that is missing. However, they have not acted swiftly enough to improve governance.

Tutors are appropriately qualified for their roles. They have industry-specific experience and qualifications that support the delivery of the apprenticeship. They use their industrial expertise well to ensure that apprentices understand topics relevant to the leisure industry.

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

The great majority of apprentices have not acquired substantial new skills or knowledge since the previous monitoring visit. A few apprentices report that they have increased their confidence or improved their understanding of the customer service or management theory that underpins their daily work tasks.

Managers have not ensured that arrangements for developing apprentices' English and mathematics knowledge and skills are effective. A few apprentices who are well beyond the date by which they should have completed their apprenticeship are yet to be provided with any work to prepare them for any required assessment in these subjects.

When tutors carry out individual reviews with apprentices, they now focus well on linking the general content of the apprenticeship standard to the context of the company that all the apprentices work for. For example, level 2 customer service apprentices research performance indicators and measures, and then apply them to their job roles. However, in too many instances, tutors have been too slow to make contact with apprentices following return from furlough, and this has limited the progress that apprentices have made.

Although apprentices' progress continues to be too slow, tutors now have a good understanding of the progress that their apprentices make and what they need to do to complete their programme. They now discuss progress with apprentices and make

plans for apprentices to demonstrate their knowledge and progress through completion of written work. However, tutors do not set precise enough deadlines for apprentices to enable them to increase the pace of their progress.

When apprentices produce written work, they receive very helpful feedback from their tutor. Tutors use their extensive knowledge of apprentices' workplaces to encourage them to use real examples when they answer questions. A few apprentices have used this feedback to improve the quality of their work.

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

Leaders oversee effective systems and procedures to ensure that apprentices are safe. The designated safeguarding officers receive appropriate training. All members of staff have completed safeguarding and 'Prevent' duty training within the last year.

Leaders have a 'Prevent' duty risk assessment and action plan that fulfils their statutory obligations. However, the risk assessment and the action plan are too generic. They do not address sufficiently the local and regional risks that apprentices may come across in the areas in which they live and work.

Apprentices know how to stay safe in work and how to keep others, for example the general public, safe when using leisure facilities. However, they are less confident in applying their safeguarding knowledge to their individual circumstances.

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