

Inspection of Three Dimensional Training Limited

Inspection dates:

29 June to 2 July 2021

Overall effectiveness

Good

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Three Dimensional Training Limited (3DT) is an independent learning provider that was established in 2016. The head office is in Birkenhead on the Wirral. 3DT provides education and training to apprentices and adult learners in the Liverpool and Wirral regions.

At the time of inspection, there were 24 apprentices on level 3 standards-based apprenticeships. Two thirds of apprentices study team leader/supervisor apprenticeships, with the remainder enrolled on housing and property management apprenticeships.

There are 137 adult learners studying courses across three sector subject areas. Most study courses in health and social care. The rest are on courses in foundations for learning and life and direct learning support. The large majority of learners study programmes at level 2, with the rest at levels 1 and 3.

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

Learners and apprentices embrace a culture of respect and high expectations that governors, leaders, managers and staff have created. They find their courses fun and interesting and strive to do their best. Learners and apprentices say that it is a privilege to study at 3DT. They feel supported by tutors who 'go the extra mile'.

Leaders and managers work closely with partner agencies and employers to develop a curriculum that meets learners' and apprentices' needs. The health and social care curriculum prepares learners, many of whom are from disadvantaged groups, to move into volunteering, employment and further courses. Apprentices remain in full-time positions after completion of their apprenticeship. Most achieve promotion at work.

Tutors plan learning to meet learners' and apprentices' individual needs. Learners and apprentices develop their knowledge, skills and behaviours as a result of their education and training. Learners gain in confidence, self-belief and self-esteem because of their studies and experience at 3DT. At work, housing and property management apprentices rotate across departments. They develop their understanding about a range of aspects, including lettings, independent living, anti-social behaviour and community cohesion.

Learners and apprentices feel safe. They understand how unemployment and substance misuse can affect people who live in social housing. Learners and apprentices know the danger signs to look out for, such as social isolation or changes in appearance and mood. They are aware of the risks associated with radicalisation and extremism.

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

Leaders and managers provide an ambitious curriculum that transforms learners' and apprentices' lives. The adult education curriculum engages the most disadvantaged groups within the community. Leaders and managers work with referral partners to design programmes for learners who are on the journey to recovery from addiction and substance misuse. Learners develop social and mental resilience on their course which helps them to overcome barriers in their lives. Leaders, managers and employers design an apprenticeship curriculum which meets local, regional and employers' skill priorities.

Tutors plan and teach the curriculum logically, so learners and apprentices build on earlier learning. They consolidate learners' and apprentices' understanding as they move through the programme. Housing and property management apprentices use what they learn about choice-based lettings when working in the contact centre.

Tutors are experienced practitioners in their field. They are highly respected by learners, apprentices, employers and partner agencies. Tutors actively engage learners and apprentices in their lessons. They skilfully encourage them to use their

own experiences in life and work, bringing subjects alive. During discussions, tutors sensitively tease out learners' experiences to illustrate the topics they are learning about. Learners share their experiences comfortably with their peers, who listen respectfully and ask them questions with empathy.

Tutors challenge and support learners and apprentices to achieve their best. They use assessment successfully to check and reinforce what has been learned. Tutors provide helpful feedback that tells learners and apprentices what they have done well and how they need to improve. Most learners and apprentices act on the feedback and improve over time. Tutors help those with additional learning needs and barriers to learning to persevere with their learning. They put in place appropriate plans so that those who are falling behind catch up.

Learners and apprentices attend a range of additional and useful extra-curricular activities. At men's mental health evening sessions, learners share their experiences and provide mutual support. A few apprentices undertake training to help tenants who hoard as a result of trauma. They extend their knowledge and understanding of the sector they work in.

Leaders do not routinely plan English, mathematics and digital skills into the curriculum. Tutors do not consistently put in place strategies to improve learners' English and mathematical skills over time. Most learners do not develop their digital skills because leaders have not yet planned it into all courses.

Not all learners and apprentices benefit from high-quality, independent careers guidance. Leaders have recently introduced an 'IAG pledge'. As part of the pledge, they have planned a careers event in July where learners and apprentices will be able to talk with employers, partners and agencies about future career opportunities.

The provider is well led and managed. Staff are proud to work for 3DT. Leaders have strengthened the governance board since the new provider monitoring visit in February 2019. External members with experience in education support and challenge leaders and managers. They set and monitor key performance targets on achievement and attendance data. Governors rightly recognise that leaders and managers do not provide them with sufficiently detailed reports on learners' and apprentices' progress or destinations. This hinders their opportunity to question leaders and managers on these aspects of the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff provide a safe and supportive learning environment for all. Learners and apprentices know how to keep safe online, such as recognising phishing scams. Learners provide support and reassurance for each other on their courses. On the counselling course, they show a deep understanding of safeguarding and confidentiality when working with clients. Apprentices apply COVID-19 safe practices at work.

The designated safeguarding officers are appropriately trained to carry out their role. They work with a range of partners to refer learners and apprentices for further pastoral and well-being support if needed.

What does the provider need to do to improve?

- Leaders and managers should collate, analyse and report to governors information about the progress that learners and apprentices make from their starting points, and their destinations.
- Leaders, managers and tutors need to systematically plan the development of English, mathematics and digital skills into the curriculum so that all learners and apprentices develop these skills.
- Leaders and managers should provide high-quality, independent careers guidance to all learners and apprentices, so they understand the range of career opportunities available to them.

Provider details

Unique reference number	1278668
Address	Unit 32 Woodside Business Park Birkenhead CH41 1EL
Contact number	0151 294 4749
Website	www.3dtraining.uk.com
Directors	Gill Abbotts, Rachael Davies, Barbara Gardner Sharp
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the quality improvement manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit reports. 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 visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Alison Cameron Brandwood, lead inspector	Her Majesty's Inspector
Elaine Price	Ofsted Inspector
Kim Bleasdale	Her Majesty's Inspector
Alastair Mollon	Her Majesty's Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021