

# D.T.K. Business Services Limited

Monitoring visit report

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<b>Unique reference number:</b>	2674174
<b>Name of lead inspector:</b>	Jon Bowman, His Majesty's Inspector
<b>Inspection dates:</b>	12 and 13 October 2022
<b>Type of provider:</b>	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 the Education and Skills Funding Agency 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.

D.T.K. Business Services (D.T.K.) is an independent learning provider based in east London. D.T.K. began directly delivering a small number of standards-based apprenticeships from June 2021. Most apprentices began their training in April 2022. D.T.K. have funding to deliver training to adults. At the time of the monitoring visit, adult learners who were enrolled in the 2021/22 academic year had completed their studies, and the few enrolled since September 2022 had not yet started their training.

At the time of the visit, there were 48 apprentices in training. Nearly all are training in the care and hairdressing sectors. Eighteen were studying the level 2 hair professional and six were studying the level 3 advanced and creative hair professional apprenticeships. There were seven apprentices on the level 2 adult care worker apprenticeship, 10 studying the level 3 lead adult care worker apprenticeship and six on the level 5 leader in adult care apprenticeship. The majority of apprentices are aged 19 and over.

## 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 rationale for the apprenticeships they offer. They offer care apprenticeships to help meet skills shortages locally and regionally in the care sector. They have responded to the needs of local employers in teaching hairdressing apprenticeships. Leaders and managers have a well-considered approach to expanding the provision gradually, focusing on subject areas where they have expertise.

Leaders and managers ensure that the principles and requirements of an apprenticeship programme are met. For example, they ensure that apprentices

receive their entitlement to off-the-job training. Employers, apprentices and assessors are clear about their roles and responsibilities towards each other. As a result, apprentices receive effective support from staff and employers to complete their studies.

Leaders and managers undertake suitable activities to assure the quality of education that apprentices receive. For example, they check apprentices' portfolios and provide useful feedback to assessors on how to improve their assessment of apprentices' written work. However, not all activities are well established. For example, leaders and managers plan to launch a more comprehensive schedule of classroom visits to support tutors to improve their teaching.

Leaders and managers ensure that there is sufficient expertise in the team to support apprentices effectively. For example, they ensure that assessors have relevant industry experience and expertise for their role. Assessors participate in frequent training and development to ensure that their industry skills and knowledge are up to date.

Senior leaders have a sufficient understanding of the key strengths and weaknesses of the provision. However, their own written self-assessment of the provision is not sufficiently evaluative. As a result, they do not have a sound foundation on which to make improvements in a methodical way.

Senior leaders have established a small advisory group to assist them to scrutinise the provision. This group includes external peers with experience in delivering apprenticeship training. However, this group is new, and the impact of their work is yet to be seen.

**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**

Leaders and managers ensure that the curriculum is taught in a logical way so that apprentices develop their knowledge and skills over time. For example, care apprentices are first taught about their responsibilities as care workers and their duty of care before moving on to more complex topics such as person-centred care. Hairdressing apprentices learn how to have an initial consultation with clients before learning cutting techniques and more advanced styling. They then apply their knowledge of a range of hairdressing styles to give competent advice to clients.

Tutors use a range of assessments effectively to check that apprentices remember what they have been taught. For example, tutors use multiple choice questionnaires, discussions and questioning to good effect to test apprentices' knowledge. They observe apprentices at work and provide helpful feedback to them on how to improve.

Employers value the contribution apprentices make at work. Apprentices grow in confidence as they learn new knowledge and skills and work with increasing independence. For example, care apprentices are able to better identify safeguarding concerns and deal confidently with their clients. They understand how to handle sensitive information and follow regulations and procedures.

Leaders and managers ensure that apprentices who need support to develop their knowledge of English and mathematics receive it. Apprentices receive frequent tuition and tutors correct errors in apprentices' written work. As a result, apprentices grow in confidence and develop the skills they need for study and work.

Most apprentices benefit from frequent reviews of their progress that involve their employers. Employers are aware of what apprentices are learning, the skills they need to develop and the progress that they make. As a result, employers are able to tailor apprentices' tasks at work so that they have the right opportunities to develop their skills.

Apprentices are aware that there will be assessments at the end of their training. Tutors ensure that a mock professional discussion is built into the curriculum to prepare apprentices for these assessments. However, a few apprentices do not understand what they need to do to prepare for these assessments.

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

Leaders and managers ensure that designated safeguarding leads are suitably trained and experienced for their roles. They have up-to-date safeguarding knowledge on the risks associated with county lines and criminal exploitation.

Leaders and managers ensure that there are suitable safeguarding policies in place, including a 'Prevent' duty risk assessment. Policies provide clear guidance to staff on what they should do if they identify apprentices with safeguarding concerns. Staff are suitably trained to carry out their safeguarding responsibilities. However, safeguarding policies are untested as there have been no reported safeguarding concerns identified.

Apprentices receive information during their induction on safeguarding. They access online learning about safeguarding, sexual harassment, radicalisation and extremism. Apprentices know who to turn to should they have any concerns about their own or others' welfare. They are confident that their concerns would be treated seriously.

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