

# Inspection of DRL Services Ltd

Inspection dates:

13 to 15 September 2023

## Overall effectiveness

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Apprenticeships

**Requires improvement**

Overall effectiveness at previous inspection

Not previously inspected

## Information about this provider

DRL Services Limited (DRL) is an independent training provider based in East Tilbury, Essex. It was established in 2015. It started providing apprenticeships in March 2021. Apprentices are predominantly in the northeast and east of England.

At the time of the inspection, there were 39 apprentices on apprenticeship standards from level 2 to level 3. Twenty-nine apprentices were studying the level 3 junior content producer and content creator standards. The remaining apprentices were studying level 2 customer service, level 2 food and drink, level 3 security first line and level 3 team leading standards.

There were five apprentices studying English and mathematics functional skills qualifications. There were no apprentices with additional needs.

At the time of inspection, DRL did not have any subcontractors and did not have apprentices in receipt of high needs funding.

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

Apprentices are enthusiastic to develop their skills. They feel valued and supported by their tutors and employers. Content creator and producer apprentices attend master classes with external organisations. They extend their knowledge of software and hardware. This broadens their interests and future career aspirations.

Apprentices benefit from positive and respectful online learning environments. Tutors set clear expectations for online session conduct. Apprentices are motivated to learn and demonstrate appropriate professional behaviours during group discussions. Apprentices have high attendance at training.

Apprentices gain confidence to carry out their job roles. They are motivated to apply the new knowledge they acquire in their workplace. Apprentices develop high standards of professional workplace behaviours. Content creator apprentices ensure that they take time to assess clients' needs when developing campaign briefs. They use their creativity to influence the outcomes of videography projects and produce material of a good quality. Security apprentices can confidently manage difficult security incidents with high levels of professionalism.

Apprentices feel safe in their workplace and when online in training sessions. They have not experienced bullying or harassment. Apprentices know who to report incidents to if they have any well-being or safeguarding concerns and are confident to do so. Security first line apprentices quickly develop safe working practices. They understand the importance of following strict health and safety rules when on construction sites and the wearing of appropriate personal protective equipment.

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

Too few apprentices remain in learning and complete their apprenticeship. Leaders and governors have recently taken decisive action to stop providing apprenticeships in the food and drink manufacturing sector and in construction. Too few apprentices retained their jobs because of COVID-19 and the ongoing economic impact. Leaders and governors have revised the curriculum offer. They now focus on providing apprenticeships for roles requiring digital skills and first line security.

Leaders have selected and designed an effective content creator programme to help meet the national demand for digital marketing skills. Apprentices can design and create content to reach a variety of different audiences. However, leaders have not yet involved smaller employers in the design of programmes or what is taught. Consequently, the curriculum is not always designed to meet their specific requirements.

Apprentices acquire substantial new knowledge and skills. Content creator apprentices learn how to write effective campaign briefs. Apprentices learn about video editing and building social advertisements. They set key performance indicators to monitor the progress of the campaigns they launch. Leaders have

crafted a security first line apprenticeship programme that prepares apprentices for the demands of the security sector. Security apprentices assume increased workplace responsibilities and rapidly grow in competence as security professionals. Employers value the skills apprentices develop and the positive impact on their businesses.

Leaders and tutors have ensured that apprenticeship programmes are appropriately sequenced and follow a logical order. Content creator and producer apprentices first learn about different social media platforms. Later, apprentices study an introduction to content creation and how to create effective campaigns. As apprentices move through their programme, they learn to create content of their own and how to evaluate its success. As a result, apprentices' knowledge builds incrementally over time.

Apprentices benefit from tutors with relevant industry experience. Tutors use their expertise and share practical workplace methods to enhance apprentices' readiness for the creation of content for their employer. Apprentices skilfully use their video editing knowledge to build advertisements. They ensure that the result reflects the business's campaign brief and the expectations of their clients. Apprentices make effective use of artificial intelligence applications and analytical tools to assist their understanding of website performance. As a result, apprentices develop the important skills they need for their roles.

Leaders ensure that the curriculum supports apprentices effectively to gain useful English and mathematical skills. As a result, content creator apprentices report effectively on social media advertisement performance. They manage campaign budgets with confidence. Tutors teach workplace English skills effectively. Apprentices understand the importance of concise content creation in the work they produce.

Tutors use effective teaching strategies. They provide clear explanations about new subject terminology. Content creator tutors relate their teaching to practical applications and the decisions apprentices are required to make in their job roles. Tutors explain the difference between the terms 'reach' and 'impression' to help determine the appropriate social media platform to meet a businesses' objective. Consequently, apprentices swiftly apply their learning to their work.

Tutors use assessment effectively to check apprentices' understanding of key concepts. Tutors use probing questions to extend apprentices' knowledge and understanding. Apprentices apply their analytical skills and knowledge to scenarios they are given of successful platform content. They establish what has contributed to its success. Tutors establish effective connections between prior learning and current topics. As a result, apprentices' knowledge is reinforced and expands over time. However, while tutors prepare apprentices sufficiently for their end-of-programme assessment, which most pass, apprentices do not know how to achieve distinction grades.

Tutors do not provide useful or effective feedback to apprentices on the quality of their work. As a result, the written work of content producer apprentices is often not at the expected standard. Tutor feedback is overly positive and does not suggest areas for improvement. Apprentices are not clear on what they need to do to improve the quality of their work.

Leaders do not ensure that apprentices receive consistent, high-quality reviews of their learning and skills development with a minority of small employers. In these cases, tutors do not coordinate on- and off-the-job training with employers effectively. As a result, these apprentices do not always benefit from tailored training to fill any gaps in knowledge or skills they may have.

Apprentices develop a good understanding of a broad range of well-being and work-related topics. Apprentices benefit from accessing a well-being essentials handbook and resources that support them in managing their own mental health. Tutors have frequent discussions about topical issues such as sexual harassment. Apprentices appreciate the importance of ensuring that they have appropriate relationships in their personal lives and when at work.

Apprentices have a secure understanding of fundamental British values. They demonstrate their understanding in the workplace. Content creator apprentices understand the importance of ensuring that the social media posts they create are representative of the communities in which they live. When choosing models for photoshoots, they ensure that they consider the diversity of ethnic groups, body shapes and genders.

Apprentices have an appropriate understanding of radicalisation and extremism. They know what signs to look out for if someone has been radicalised. However, leaders have not ensured that apprentices have the information they need to know the risks of radicalisation and extremism in the local areas where they live and work.

Tutors provide apprentices with appropriate careers advice and guidance. Tutors on the content creator programme frequently discuss transferable skills in sessions. They relate these to opportunities in different marketing roles, such as in television production. Apprentices benefit from these sessions and use them to ensure that they keep up to date with trends and attend local network meetings.

Leaders do not use data effectively to monitor the outcome of their actions. Leaders and governors have implemented new policies and management information procedures. Although a few improvements are evident, it is too early to assess the impact of these.

Leaders do not have effective arrangements in place for the assessment of tutors' teaching skills. Managers frequently observe tutors teaching. However, feedback does not provide sufficient information to tutors about how to improve their teaching practice. Leaders ensure that tutors attend vocational and technical updates but do not focus sufficiently on tutors developing their teaching skills further.

Leaders have been too slow to implement effective governance following the new provider monitoring visit. Leaders have recently adopted appropriate governance arrangements with a highly experienced education specialist. However, governors have only met twice since these arrangements have been established. As a result, it is too early to assess the impact of holding leaders to account for the quality of education and training apprentices receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Improve apprentice retention and achievement of learning within the time planned.
- Ensure that arrangements to assess the teaching skills and professional development of tutors to enhance their teaching skills further are implemented.
- Improve the quality of feedback from tutors to apprentices on their work to ensure high-quality written work from content producer apprentices.
- Ensure that apprentices are aware of the risks of radicalisation and extremism in their local area.
- Make sure that governance arrangements are effective to ensure that leaders continually improve the quality and effectiveness of education and training at DRL.

## Provider details

<b>Unique reference number</b>	2626867
<b>Address</b>	Unit 9a, Thames Enterprise Centre East Tilbury RM18 8RH
<b>Contact number</b>	0137548808
<b>Website</b>	<a href="http://www.drlservices.co.uk">www.drlservices.co.uk</a>
<b>Principal, CEO or equivalent</b>	David Jamieson
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	N/A

## Information about this inspection

The inspection team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent quality improvement plan, development plans, and the previous inspection 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 visiting learning sessions, scrutinising apprentices' work, seeking the views of apprentices, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

Robert Bamford, lead inspector	His Majesty's Inspector
Kelley Malthouse	Ofsted Inspector
Gareth Luke	Ofsted Inspector
Georgina Ager	His Majesty's Inspector
Michael Worgs	His Majesty's Inspector

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 apprentices 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023