

Short inspection of TDR Training Limited

Inspection dates:

4–5 March 2020

Outcome

TDR Training Limited continues to be a good provider.

Information about this provider

TDR Training Ltd (TDR) is a specialist provider of apprenticeships, mainly in engineering, science and manufacturing, based in North Tyneside and Newcastle. At the time of the inspection, 417 apprentices were on frameworks and standards-based programmes from level 2 to level 4. Of these, 281 apprentices were on engineering and science frameworks at level 3, 26 were on the level 3 team leading standards-based programme, 19 were on the level 3 business administration standards-based programme, and the remainder were on level 3 standards-based apprenticeships in a range of engineering disciplines. Most apprentices are aged 16 to 19 years. TDR works predominantly with engineering employers in the north-east of England.

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

Engineering and science apprentices benefit from a range of good practical resources and well-equipped classrooms that enable them to develop their skills and knowledge to industry standards. Apprentices relish opportunities to develop their practical skills. They attend well and are punctual.

A high proportion of engineering, science and business administration apprentices complete their programme successfully. Apprentices develop good personal and social skills, including delegation, leadership and communication. Consequently, they improve their confidence in the workplace to challenge and ask questions.

Apprentices at TDR's centres and in the workplace demonstrate very professional attitudes to their work and training. They understand the importance of these attitudes in relation to future work and their career aspirations. They are also governed by strict health and safety regulations while in the workplace, and understand the consequences of a failure to comply. Apprentices enjoy their training and are polite and friendly. Many apprentices have made friends for life.

Apprentices know how to keep themselves safe online and in the workplace. All aspects of health and safety practice are covered regularly by tutors and workplace

mentors. Apprentices feel safe and most have a clear understanding of the risks posed by radicalisation and extremism; they can articulate what the risks are and what to do if they are concerned.

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

The curriculum for engineering, science and business administration apprenticeships is well planned and sequenced. This enables apprentices to quickly develop their knowledge, skills and behaviours and become valued employees with the companies they work for. For example, on level 3 engineering frameworks, apprentices initially learn about mechanical principles. This is developed further in year two when apprentices use mechanical principles to learn about electrical principles.

Tutors and coordinators have a high level of experience, particularly in the engineering and science sectors. They use this experience well to engage and motivate apprentices, who appreciate the knowledgeable input from their tutors and coordinators. Staff maintain and update their knowledge through frequent industrial visits and sharing of expertise in weekly sessions with colleagues. However, instructors at the practical training centre, although up to date with the latest legislation related to their specialism, are not encouraged to seek out opportunities to learn the latest engineering techniques.

Tutors and coordinators use a range of teaching methods well to enable apprentices to develop new knowledge, skills and behaviours. For example, engineering apprentices practise using tools including micrometres and Vernier scales, and then learn about how to use the tools correctly. Coordinators then test out apprentices' skills in the workplace and provide feedback to apprentices on their performance. This ensures that apprentices remember what they have learned.

Most apprentices develop their knowledge and skills quickly. They know more and can remember more, and are more productive at work as a result. For example, engineering apprentices quickly gain an understanding of the language that engineers use, particularly in computer-aided design. Business administration apprentices develop their skills in minute taking, creating bespoke documents, communicating professionally on the telephone, and in accounting practice.

Leaders and trustees have a good oversight of apprenticeships. Trustees work closely with leaders and managers to ensure that performance targets are met, and they challenge leaders and managers to make improvements where required. Leaders and trustees have clear plans for the sustainability of TDR. Plans are in place for the current two sites to be merged into one training and administration site to ensure the consistency of the provision for apprentices and to ensure that the provider can manage costs more effectively.

Most apprentices benefit from extensive initial advice and guidance that prepares them well for their programmes. Staff provide helpful guidance to most apprentices throughout their programme and reinforce the need for apprentices to achieve at a high level. This helps to prepare apprentices well for their next steps to higher-level

programmes and in their careers. On engineering and business administration programmes, a high proportion of apprentices achieve merits and distinctions.

Too many team leading apprentices leave their programme early and do not complete their apprenticeship. Leaders and managers have recognised this issue. They have decided to discontinue the delivery of the team leading apprenticeship as a funded programme, but will continue to offer this training commercially. Leaders and managers have ensured that additional support is available for current team leading apprentices to help them to complete their apprenticeship successfully.

Leaders and managers recognise that they do not collect or use information about the impact of apprenticeships well enough. They do not follow up sufficiently to identify the number of apprentices who progress to a higher level of study or gain promotion or take an additional responsibility in the workplace as a result of their apprenticeship.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have put in place appropriate policies and procedures to safeguard students from risks, including radicalisation and extremism. Designated safeguarding leads (DSLs) are appropriately experienced and trained. They take advice from the local authority and cascade this to staff effectively. DSLs keep detailed records of safeguarding concerns and apprentices' well-being issues. Records detail actions and support provided for apprentices. Managers complete appropriate background checks on staff to ensure that they are suitable to work with apprentices. Staff undertake regular training in safeguarding and the 'Prevent' duty and benefit from in-house refresher sessions to keep their knowledge up to date.

What does the provider need to do to improve?

- Leaders and managers must ensure that level 3 team leading apprentices continue to be given the support that they need to complete their apprenticeships successfully.
- Leaders and managers should collect information about apprentices' next steps and progression in the workplace more extensively and accurately, so that they can evaluate the impact of their provision.
- Leaders and managers should provide opportunities for instructors to keep their knowledge of engineering techniques up to date.

Provider details

Unique reference number	54755
Address	Q1 Quorum Business Park Benton Lane Newcastle upon Tyne NE12 8EX
Contact number	0191 4911505
Website	www.tdrtraining.co.uk
Principal/CEO	Ian Young
Provider type	Independent learning provider
Date of previous inspection	1 December 2015
Main subcontractors	N/A

Information about this inspection

The inspection was the first short inspection carried out since TDR Training Limited was judged to be good in December 2015.

The inspection team was assisted by the business support services director, as nominee. Inspectors took account of the provider's most recent self-assessment report and 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 observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Jonny Wright, lead inspector	Her Majesty's Inspector
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Alex Lang	Her Majesty's Inspector
John Oley	Ofsted Inspector

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