

Assessment Report

Three Dimensional Training Limited
(3DT)

ASSESSMENT INFORMATION	
Assessment Type	Accreditation Review
Assessor's Decision	Standard Met
Assessor's Name	Janette Russon
Evidence Gathering/Assessment Date/s	24 – 25 June 2025
Client ID and Assessment Reference	C21030 - PN202991
Accreditation Review to be conducted by	10 July 2028

METHODOLOGY	
Evidence gathering	Remote assessment via MS Teams and Telephone
Staff interviews	Ten
Recipient interviews	Eighteen
Partner interviews	Three
Document review	Opening Presentation Self-Assessment Report Performance Data Individual Learning Plans Outcome Start Results Website

About the organisation

Three Dimensional Training Limited (*referred to as 3DT or the 'Organisation' throughout this report*) was incorporated in 2016 by three founding Directors. Based in Birkenhead, *'3DT works in partnership with learners, community organisations, the unemployed and employers of the North West, including Liverpool City Region and Chester West and Chester, which includes Northwich and Winsford. According to the English Indices of Deprivation 2019 data, one of the most deprived areas, Winsford, is ranked in England's 10% most deprived neighbourhoods. Indeed, the highest levels of deprivation are found in the urban areas of Cheshire West and Chester, primarily within the City of Chester and the towns of Ellesmere Port, Northwich and Winsford'*.

3DT aims to *'take a different perspective on delivering creative and high-quality training solutions'*. The Organisation has developed a Passion Statement: *'Going the extra mile to build partnerships, support businesses, and inspire individuals to achieve their goals and thrive together'*, underpinned by three core values: *'Understanding, Dynamic, and Impact'*.

At the time of this assessment, 3DT held a direct Non-Devolved Adult Skills Fund (ASF) contract with the Department for Education (DfE). Additionally, the organisation maintained several contracts with the Liverpool City Region Combined Authority (LCRCA) and Cheshire West and Chester Council to deliver ASF and Tailored Learning programmes. These programmes are often designed to re-engage individuals who have been out of education for some time, helping them return to meaningful learning opportunities to achieve their long-term goals.

3DT offers accredited courses at levels one, two, and three covering topics such as Mental Health Awareness, Counselling, Adverse Childhood Experiences, Understanding Specific Learning Difficulties, Children and Young People's Mental Health, Understanding Mental Health First Aid, Customer Services in Hospitality, Challenging Behaviours, Volunteering, Mentoring, Substance Misuse, Occupational Studies, and Domestic Abuse.

3DT has created a ten-step Careers and Education Information, Advice, and Guidance (CEIAG) pledge using the Compass Tool, aligned to the Gatsby Benchmarks.

1. Subject-Specific Guidance
2. Careers Advertising via external agencies
3. Maths, English, and Digital Skills
4. Post-Qualification Support
5. Internal Staff Training
6. Raising Aspirations
7. External Encounters

8. Individualised Guidance
9. Local Labour Market Responsiveness
10. Effective Signposting

3DT is supported by a small Board of Governors and headed by the three founding Directors. Day-to-day delivery is overseen by a Quality of Education Manager, Tutor Manager, Tutors (including associate tutors), and a Compliance Team *‘who have been carefully chosen for their expertise, qualifications, experience in the field, and personalities’*.

The Information, Advice and Guidance (IAG)

Prospective learners can self-refer following a recommendation or in response to a social media post, or be referred to 3DT by referral partners such as Jobcentre Advisors or Rehabilitation Services, with a larger number of learners recovering from substance misuse and/or addiction. Other learners engage with the Organisation through local schools and community events or venues.

Every potential learner's journey begins with an informal discussion to understand their current situation, previous experience, and future ambitions, and to confirm that the selected course and level align with their personal goals. Continuing learners complete an Outcome Star and rate themselves on a scale from one (low) to five (high) for maths, English, digital skills, careers, confidence, personal development, choices and behaviours, and health and wellbeing. This process is reassessed at the mid-point and at the conclusion of the learners' programme to measure overall progress. Learners also complete a Basic Key Skills Builder (BKSB) Initial Assessment (IA) to evaluate current levels of English and maths, and a detailed Individual Learning Plan (ILP) is developed. Learner attendance and progress are closely monitored and regularly reviewed during weekly Senior Leadership Team (SLT) meetings.

Approximately 65% of learners declare an Additional Learning Need (ALN), so most class sizes, which range from six to fifteen learners, tend to be relatively small. Learners who require extra support have access to their tutor for additional one-to-one sessions delivered either in person or online.

Learners are also given a *‘Careers Passport’* guide that includes supporting documentation for writing a Curriculum Vitae (CV), Action Planning, Interview Tips, and an online directory for additional support and guidance. Additionally, staff organise for guest speakers to deliver tailored sessions, and learners are encouraged to access various mentoring and volunteering opportunities. Towards the end of their course, learners can be signposted to other courses or relevant services to aid their progression.

Some learner comments include:

“I have been supported in improving my CV.”

“I feel more confident and better prepared for a job interview.”

“We learn from each other, and it’s nice to feel you are not alone.”

“I am going to university in September.”

“I feel more self-confident; the tutor helped me when I got stuck.”

“My course day is my favourite day of the week.”

“My tutor is fantastic; they will do anything to help you.”

“My tutor is amazing.”

“Initially, I felt overwhelmed, but my tutor helped me prioritise my tasks.”

The difference the IAG makes to recipients and the overall impact

More time is allocated during the pre-enrolment stage of each learner's journey to ensure that the chosen course aligns with the prospective learner's current circumstances and long-term goals, thereby improving overall learner attendance rates. Additionally, the development of PICS using Power Business Intelligence (BI) helps the SLT to effectively analyse learner performance levels, supporting 3DT in meeting its Key Performance Indicators (KPI). Currently, the achievement rate target is 92%, with an actual achievement of 93%. The learner attendance target is over 90%, with an actual rate over 90% (up from 85%). The positive destination target is above 75%, with an actual achievement of 85%. The learner satisfaction target is 98%, and recent data shows that 99% of learners agreed they gained new knowledge and skills during the course.

Throughout the assessment, staff shared several examples of how interactions with learners helped challenged family units to reunite after a period of rehabilitation or care, with some learners commenting, *‘I feel I am a better parent now’*. Staff discussed breaking and ultimately ending the cycle of childhood trauma, which is often caused by substance addiction.

Some learner comments include:

“Volunteering has given me a purpose.”

“We learn from each other; it’s nice to feel you are not alone.”

“The courses help me take one day at a time during my addiction recovery.”

“I feel I have had a second chance at life. I would like to start volunteering, but at the moment, I am taking one step at a time.”

“Saved my life, I am feeling more confident and have a better understanding of addiction.”

“I had applied for this job twice before and never got an interview. I completed courses with 3DT, updated my CV, and re-applied. Now, I have got my ‘dream job’, I am dead happy.”

“Completing the courses has helped me to get into a routine, and I am working with the courts to get my children home.”

“My experience of completing the counselling course has changed a lot of things for me; it has brought me back to life and given me a purpose and the drive to push myself further.”

What is working particularly well

A number of strengths/areas that are working particularly well were identified during the assessment, which are detailed below. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

During the assessment, the dedication shown by all staff to delivering high-quality IAG was clear. 3DT has developed a Statement of Purpose and related organisational values to define its IAG provision. The organisation has achieved financial stability, providing strong security for staff and learners. The SLT meets weekly to review contractual performance and learner progress, with tutor caseloads monitored via a bespoke *‘tutor capacity calendar’*. One of the Organisation's main strengths is its ability to respond quickly and adapt to individual and organisational needs. Additionally, 3DT has utilised the Compass Tool to assess its IAG services against the Gatsby Benchmarks and to develop a corresponding Quality Improvement Plan (QIP). (1.1, 2.6)

Some staff comments include:

“I like the organisation's values; we all work together as a team.”

“I love working here; I feel very supported.”

“We definitely make a difference.”

Staff have observed a decline in overall learner wellbeing, so efforts are being made to implement support strategies to prevent escalation into potential safeguarding issues. One initiative involves encouraging learners to download the Hub of Hope App, which helps locate a variety of additional services available in their area, if needed. Staff and learners are encouraged to take part in wellness walks, including walking meetings. A team of staff members has established a Mental Health Champion Team and shared how they support each other, noting that they have *“a good work-life balance”*. All staff are entitled to a wellness hour every Friday. (1.4)

Continuous Professional Development (CPD) activities are conducted throughout the year, enabling staff to update their mandatory training. Additionally, two full days annually are dedicated to staff communication and training events, which include a variety of health and wellbeing resources, such as participation in a Sound Bath. (2.5, 1.4)

Partners describe 3DT as *“at the top of my list of training providers”* and *“we both try to help individuals help themselves”*. Effective partnerships assist 3DT in gaining access to learner referrals from relatively hard-to-reach sectors, such as all-women domestic violence groups. Strategic partnerships with Combined Authorities and local Prime Training providers also support the organisation in providing learners with access to funded courses, enabling their progression. (2.7)

During the assessment, staff and learners outlined the various methods available for accessing IAG services. Most delivery occurs in a group setting; however, learners can receive further IAG from their tutor on a one-to-one basis, either face-to-face or virtually. Learners are also directed to additional external physical or remote resources in other situations. (4.1)

Staff noted that increasing the focus on why the prospective learner wants to complete a course before enrolment helps boost attendance rates, as previously mentioned. A detailed discussion takes place to identify each learner's starting point and, more importantly, what they ultimately aim to achieve personally or professionally, ensuring that each learner receives the most relevant IAG possible. Many learners wishing to enrol with 3DT may already have a challenging or chaotic lifestyle, which can create various barriers to achievement that need to be considered when selecting a programme. (4.2)

Development suggestions

Development suggestions are offered in the spirit of continuous improvement and a way for an Assessor to add value, e.g. where the service is of a high quality, development areas are offered to help the service be even better than it already is, or to give insight into practices seen elsewhere. There is no correlation between the number of strengths and development suggestions. Where development areas are greater in number, this is not intended to indicate that the information, advice and guidance service is in any way lacking. These will form the basis for discussion at the Continuous Improvement Checks (CIC) conducted twelve and twenty-four months from the date of this Assessment, along with any other notable developments. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

The Organisation has already recognised the benefits of encouraging staff members to attain an IAG qualification. I look forward to hearing more about this during next year's Continuous Improvement Check (CIC). 2.2

There is a wealth of information available on the Organisations' website and social media posts outlining the IAG services available. In addition, staff have created a flow chart detailing the application, enrolment and progress processes.

Consideration could be given to developing a similar flowchart or roadmap for learners to support the identification of the various routes available, while detailing the different hand-off points and staff roles involved throughout the learner journey. (3.1)

3DT collaborate with several other organisations and cascades information about their services through social media in an attempt to reach potential learners. Due to the nature of the individuals who could benefit from engaging with 3DT, particularly those who could participate in tailored learning, consideration could be given to conducting a physical leaflet drop that may reach very hard-to-reach, possibly more isolated individuals. (3.2)

The Organisation routinely tracks learner attendance, achievement, and satisfaction rates as a measure of the success of its IAG services. Consideration could be given to expanding the use and information gained through the learner's completion of the Outcome Star. From the examples discussed during the assessment, 100% of learners improved in one or more of their soft skills, with confidence levels rising by an average of 2 points (40%) in Personal Development, Choices and Behaviours, and Health and Wellbeing, which increased by an average of 1 point (20%), collating this type of data over a much larger sample could support 3DT to set some additional KPIs to measure its intended impact and actual impact of its IAG services on a range of learners softer skills inline with its statement of purpose '*Going the extra mile to build partnerships, support businesses, and inspire individuals to achieve their goals and thrive together*'. (5.1, 5.2, 6.1, 6.2)

Conditions of Accreditation

Holders of the **matrix** Standard Accreditation must:

1. Maintain and continually improve upon their services.
2. During the period of accreditation satisfy The Growth Company that the organisation continues to meet the requirements of the **matrix** Standard via the annual continuous improvement checks and the three-year accreditation review.
3. Complete annual continuous improvement checks in a timely way; it is expected these will be carried out annually by the accreditation anniversary date.
4. Inform The Growth Company or their Assessor if the key contact name/contact details change.
5. Submit their Booking Form for re-accreditation to the **matrix** Standard at least 3 months prior to the accreditation anniversary date ensuring all pre onsite activity is completed in a timely way including planning, payment and interview scheduling. Accreditation Reviews are due 3 years from the anniversary accreditation date; it is expected that organisations will be assessed by this date or will risk being de-accredited.
6. Inform The Growth Company of any significant changes made to the organisational structure, senior management or systems that may impact on their accreditation; email: matrixStandard@growthco.uk.
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