

RM Training (UK) Limited

Monitoring visit report

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Name of lead inspector: Christine Sherwin, Ofsted Inspector

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Type of provider: Independent learning provider

Address: 7 Weston Chambers
Weston Road
Southend-On-Sea
SS1 1AT



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 ESFA 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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

RM Training (UK) Limited (RMT) was established in 2008. RMT secured direct funding to provide apprenticeships in 2017. At the time of the monitoring visit, 14 apprentices were enrolled on standards apprenticeship programmes with RMT, and eight were enrolled on framework apprenticeships. Their programmes were in youth work, business administration, warehousing, team leading and recruitment, with 11 apprentices enrolled at each of levels 2 and 3.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

Leaders plan their apprenticeship programmes carefully with employers to meet the apprenticeship requirements. They ensure that employers provide apprentices with sufficient off-the-job training time and appropriate support and supervision. They recruit apprentices who can gain substantial new knowledge, skills and behaviours through their apprenticeship.

Leaders plan apprenticeship delivery to meet the specific business needs of employers. For example, leaders prioritise the early development of the skills that are most important in enabling apprentices to contribute to their employers' businesses.

Trainers are knowledgeable, skilled and experienced, and they are appropriately qualified. Leaders provide them with good development opportunities. Leaders also provide an appropriate range of useful resources for apprentices, both electronically and on hard copy. Apprentices are right to value this flexibility.

Leaders monitor the progress of apprentices frequently. They take effective action when apprentices fall behind. As a result, most apprentices achieve their apprenticeship. All apprentices who have completed so far have done so by their planned end date.

Leaders do not ensure that they plan apprenticeship delivery effectively, to meet the needs and abilities of individual apprentices. For example, they do not use the

detailed information about apprentices' starting points to ensure that apprentices receive appropriate challenge and support from the start of their programme. As a result, not all apprentices make progress in developing new knowledge, skills and behaviours rapidly. For example, apprentices who have English as a second language make slow progress initially, until they receive support to develop their English skills.

Leaders do not evaluate the quality of education effectively on their apprenticeship programmes. They do not evaluate whether all apprentices are achieving high standards or whether they are making rapid progress.

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

Apprentices are motivated and value their training. They improve their confidence and gain new knowledge, skills and behaviours. For example, supply chain apprentices understand their workplace processes and practices. They learn to carry out all the tasks in the warehouse. Consequently, they become more productive employees.

Apprentices are on the most appropriate courses. Most apprentices' written assignments are of an appropriate standard, and they make expected progress towards completion.

Trainers successfully support apprentices to stay on their courses. Their frequent visits help and encourage apprentices to balance personal commitments, work demands, and the time required for study. Employers support apprentices to study at work, allowing them time to acquire new skills and reflect on their learning. Trainers provide apprentices with useful developmental feedback on their written work. This includes feedback on apprentices' use of English, for example, in relation to punctuation. Most apprentices use the feedback appropriately to improve the standard of English in their written work.

Trainers do not use information about apprentices' existing knowledge, skills and behaviour to plan and deliver a curriculum that challenges the most experienced and skilled apprentices. They set apprentices the same learning tasks regardless of their experiences.

Trainers review most apprentices' progress frequently. During reviews, they monitor and expand apprentices' understanding of British values, safeguarding, and the dangers of radicalisation and extremism. Trainers do not review with sufficient rigour how well apprentices' knowledge, skills and behaviours are developing.

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

Leaders give the protection of apprentices and staff a very high priority. The designated safeguarding lead and other leaders are well qualified in safeguarding to level 4. Safeguarding and safe recruitment policies and procedures are comprehensive and appropriate.

All staff are fully trained in safeguarding and the 'Prevent' duty. They have regular updates on current local risks relating to radicalisation and extremism and safeguarding. They have a sound understanding of their responsibilities for keeping learners and themselves safe.

Leaders ensure that each apprentice works in a safe and welcoming environment before they start their apprenticeship. Trainers explain to apprentices at their induction how to keep themselves safe at work and in their personal lives. They frequently extend and reinforce apprentices' knowledge and understanding of these issues, including the dangers associated with radicalisation and extremism. Consequently, apprentices have a good understanding of relevant dangers and how to deal with them.

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Piccadilly Gate
Store Street
Manchester
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