

# Runway Apprenticeships Limited

Progress monitoring report

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<b>Name of lead inspector:</b>	Peter Cox, Her Majesty's Inspector
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<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	The Coach House Bordyke End East Street Tunbridge Wells TN9 1HA

# Monitoring visit: main findings

## Context and focus of visit

Runway Apprenticeships Limited received a new provider monitoring visit in February 2019. At that time, inspectors made progress judgements under three themes.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education and training in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

## Theme

**What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?**

**Reasonable progress**

Leaders and managers have made a positive start to resolve the recommendations from the previous monitoring visit.

Leaders are well informed about regional employment and skills needs. They work carefully to plan apprenticeships that meet the needs of employers. Staff recruit apprentices appropriately. As a result, most apprentices develop new and substantial knowledge and skills quickly. They understand, and become better at, their jobs, and many have additional responsibilities. For example, apprentices within business

administration understand recruitment law and so have improved interview processes within their workplaces.

Leaders and managers have continued to monitor the progress of apprentices closely. They have a secure understanding of apprentices' progress and intervene quickly where they fall behind. Leaders have recently established a governing body. However, the pandemic has slowed the development of formal and well-informed oversight. As such, it is too early to see the impact of governance.

Leaders make sure that most apprentices receive good-quality off-the-job training and so make progress on their courses. Apprentices who work within the NHS or related care professions have not yet received their full entitlement due to the pandemic. In these instances, leaders have plans to ensure that all apprentices will receive this entitlement and catch up quickly by the end of their courses.

Staff ensure that most employers understand and support apprentices to make good progress. However, residential care employers are not involved closely in reviewing apprentices' progress. As a result, these apprentices do not improve and develop as quickly.

The qualified and experienced designated safeguarding lead (DSL) has improved the recording of safeguarding concerns. Staff now record incidents accurately, and in a detailed and timely manner, to help keep apprentices safe. The DSL supports staff to identify apprentices who may be at risk. Staff teach apprentices how to remain safe. The few apprentices spoken with by inspectors feel safe and know whom to contact in the case of an incident. Most apprentices understand how to keep safe from radicalisation and online threats.

Since the start of the pandemic, staff have taught apprentices entirely remotely. Leaders have supported staff to improve their teaching, particularly online. Staff have reordered teaching sensibly, so that apprentices are taught theoretical topics followed by practical skills as lockdown restrictions ease. Consequently, apprentices are able to continue their studies and pass their examinations.

Staff use their experience to develop apprentices' knowledge, understanding and practical skills. For example, apprentices within residential care know the risks of different medications and how to give them safely. Staff plan training well, so that most apprentices develop the confidence, resilience and skills they need for their role. For example, apprentices within customer service become increasingly able to respond to complaints. However, apprentices within residential care do not benefit from consistently well-planned training and so make slower progress. Leaders have made improvements to the quality of feedback. Staff now provide useful and detailed feedback, so that many apprentices improve quickly.

Apprentices who take qualifications in English or mathematics improve as a result of specialist and experienced teaching. However, apprentices who do not require these

qualifications are not well supported. They do not improve the literacy and numeracy skills they need for their job roles sufficiently.

Apprentices have continued to attend, and participate well in their learning throughout the pandemic. Staff support the few apprentices who have had to pause their courses. For example, staff provide short courses on child development to help furloughed early years apprentices to continue learning. Leaders and managers recognise the specific pressures on apprentices within residential care and the NHS at this time. Staff check on the mental health and well-being of all apprentices regularly, and particularly this group. Some staff have completed qualifications to better support apprentices struggling with mental health issues. They make sure that apprentices have access to the in-house counselling service. Leaders have ensured that apprentices continue to receive good-quality careers advice and guidance.

Leaders and those responsible for governance should take further action to:

- make sure that all apprentices benefit from well-planned training
- support all apprentices in their development of literacy and numeracy skills.

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