

Accipio Limited

Monitoring visit report

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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 the Education and Skills Funding Agency 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.

Accipio Limited provides leadership and management training to corporate clients. In 2017, it became eligible to deliver training to apprentices. The first cohort of apprentices began in December 2017. They all study on the standards-based level 5 operations department manager programme. Currently 32 levy-funded apprentices are on programme.

Themes

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

Reasonable progress

During the first year of delivery senior leaders did not ensure that they organised the training well. Apprentices and employers were not aware of the requirements of the apprenticeship programme. As a result, a few apprentices left the programme early.

Senior leaders, recognising these shortcomings, put in place experienced and knowledgeable personnel at board and operational management levels. This was to ensure that all apprentices benefit from a good-quality training programme. As a result, leaders and managers are making improvements in the quality of education that apprentices receive. Apprentices are developing their skills, knowledge and behaviours, and are making a good contribution to their workplaces.

The apprenticeship programme builds well on the company's expertise in delivering corporate management training. For example, apprentices benefit from tried and tested, good-quality resources that help them analyse and develop their own behaviours at work.

Managers undertake a suitable range of quality assurance activities. As a result, they have a good understanding of the strengths and weaknesses of the programme. Plans to improve the provision are having a positive impact on the experience of apprentices. For example, managers have improved apprentices' induction

arrangements, so that apprentices have a clear understanding of the requirements of the apprenticeship programme from the start of their training.

Employers, leaders and managers meet frequently to review the progress that learners make. They know the cohort well and which apprentices are not on track with their learning. They put in place appropriate measures to support those who fall behind in their training. They ensure that suitable arrangements are available to prepare apprentices for their final assessment.

While the large majority of learners already have English and mathematics qualifications at level 2, senior leaders have been slow to introduce a strategy to develop apprentices' English and mathematical skills.

Leaders and managers do not track all the off-the-job training effectively. Too many apprentices do not log their off-the-job hours accurately.

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

The large majority of apprentices develop new skills, knowledge and behaviours that help them improve their performance at work and work towards their career goals. For example, they develop good insights into their own management styles and they build their confidence in managing people and in dealing with challenging situations.

Apprentices benefit from high-quality resources such as workbooks and materials to guide their studies. Apprentices rightly speak highly of the learning that they gain in workshops and of the very experienced trainers.

Apprentices receive good support from their employers to undertake the apprenticeship programme. Employers recognise the improved contribution that apprentices make to their businesses during their training.

Tutors provide detailed and helpful feedback to apprentices on their work. They make clear what apprentices need to do to improve. Apprentices are confident that they know how to improve their work over the duration of the apprenticeship.

Tutors improve apprentices' business English through feedback on their assignments. For example, they advise apprentices how to write reports in the third person and to ensure that they use punctuation appropriately. Tutors are correct to require academic referencing in assignments. They refer assignments when apprentices do not use this appropriately.

Staff do not use information on apprentices' existing skills and knowledge well enough to plan learning. As a result, a few apprentices cover topics unnecessarily, and tutors do not put in place tasks to extend their learning. Managers have plans to address this, but it is too early to assess their effectiveness.

The support provided by tutors at reviews varies in quality. They do not record reviews in sufficient detail to identify the new skills and knowledge that apprentices develop during the course. Too often, they focus on the completion of assignments and administrative tasks.

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

Leaders and managers have ensured that all the necessary policies and procedures are in place to safeguard apprentices. These are up to date and include a 'Prevent' duty risk assessment, procedures to ensure the safe recruitment of staff, the promotion of British values and safeguarding guidance for staff. These are fit for purpose but, as yet, untested.

Staff are suitably trained and experienced in safeguarding. They provide effective additional support to apprentices on welfare matters, whenever they need it. Apprentices are aware of safeguarding procedures and know to whom they should go if they have any safeguarding concerns.

Leaders and managers have developed bespoke online resources so that apprentices can learn about safeguarding and, for example, the dangers associated with radicalisation and extremism. However, the uptake of the online modules by apprentices is low. Managers have suitable plans in place to increase the use of these resources by apprentices.

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