

# BPP Actuarial Education Limited

Monitoring visit report

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**Unique reference number:** 1278675

**Name of lead inspector:** Philip Elliott, Ofsted Inspector

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**Type of provider:** Independent learning provider

**Address:** 3 London Wall Buildings  
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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 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.

BPP Actuarial Education Limited (BPP) forms part of the BPP group of companies, which is involved in a broad cross section of education and training activities in the UK and abroad. BPP's mission is to provide programmes that help employers develop the talents and skills they need, today and in the future.

The provision, in scope for this inspection, comprised apprentices on the actuarial technician standard at level 4. At the time of the monitoring visit, 39 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?

#### Significant progress

Leaders and managers have developed a highly effective apprenticeship strategy, supported by thorough quality assurance processes. This ensures that apprentices quickly develop substantial new skills and knowledge and professional standards of behaviour.

Apprentices work in very good-quality environments, in which their employers actively promote their development. Coaches and employers work closely together to enable apprentices to make very good progress in their apprenticeship standards.

Apprentices and employers have a sound understanding of the requirements of the end-point assessment. Coaches sequence their learning activities well to enable apprentices to build the skills and knowledge they need to approach their final assessments with confidence.

Leaders and managers recruit apprentices with integrity. They match apprentices' interests and ambitions carefully to employers' needs. As a result, all apprentices who stay in learning progress to full-time employment or higher levels of study. Employers ensure that their apprentices receive the off-the-job training time they need to develop their actuarial knowledge. Coaches and tutors develop their

apprentices' actuarial skills and prepare them well for their schedule of examinations. As a result, a large majority of apprentices pass these examinations at their first attempts.

Leaders and managers gather and use an extensive range of information about their apprentices' progress. Managers frequently scrutinise a comprehensive sample of evidence, such as observations of teaching and learning and the quality of marking and assessment. They use these to make accurate judgements about the progress of apprentices. Consequently, they resolve any gaps in achievement or concerns about the progress of individuals or groups.

Leaders and managers have begun to focus on apprentices' achievement of high grades. For example, coaches recently provided feedback to apprentices on how their current standards of work compare with those required to achieve high grades. However, the systematic promotion of high grades, for example via target setting and the tracking of progress towards their achievement, is underdeveloped.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?** **Significant progress**

Staff plan apprentices' off-the-job training well. This training enables apprentices to develop substantial new knowledge, skills and behaviours. As a result, apprentices quickly become highly valued and integral members of their teams. For example, in one large employer, apprentices work alongside recent graduates and undertake the same tasks and projects.

Staff use high-quality tutorials and coaching sessions to prepare apprentices well for external exams and final assessments. Tutors teach lessons expertly, and include immediate support and feedback on each individual's progress. Apprentices are right to value these sessions and, as a result, their attendance is high.

Coaches use a range of assessment activities that enable apprentices to demonstrate how they apply their knowledge, skills and behaviours at work. For example, they carefully design written assessments to develop apprentices' reflection and critical thinking skills.

Coaches and tutors use taught sessions, assessments and feedback to support apprentices to develop their English, mathematical and digital skills. For example, they provide effective guidance to apprentices to develop their writing in clear English, while using technical terms correctly.

Coaches and tutors are highly experienced and well-qualified actuaries. They use their skills and experience effectively to deepen and extend apprentices' knowledge of the technical aspects of their roles.

Apprentices produce a high standard of detailed written work that makes effective links between theory and their professional practice at work.

Apprentices undertake a range of initial assessment activities to assess their starting points, and to help coaches to sequence learning and assessment. However, coaches do not use these results to identify apprentices' potential for achievement of high grades early enough in their programmes.

During apprentices' progress reviews, employers and coaches focus on apprentices' general progress on their programmes. However, these reviews do not always gather enough detail from employers to enable apprentices to reflect fully on their performance at work.

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

**Significant progress**

Leaders and managers ensure that all staff receive good training in safeguarding and the practical implementation of the government's 'Prevent' duty strategy. Coaches discuss topical news articles about issues that affect their apprentices' daily lives. For example, apprentices developed their understanding of the threat of extremism, by means of a discussion about football hooliganism.

Apprentices have a sound understanding of how to stay safe at work. In particular, apprentices who work in corporate environments in financial districts of large cities are very well-informed about the risks associated with terrorism and radicalisation.

Staff with responsibility for safeguarding receive training to a high level. They use their expert knowledge to ensure that they identify any at-risk apprentices. They then support them and subsequently enable them to stay in learning and to achieve.

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