

Inspection of Accipio Limited

Inspection dates: 20 to 22 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Accipio Limited is an independent learning provider based in central London. It specialises in teaching leadership and management apprenticeships at levels 3, 5 and 7, to a range of non-levy and levy paying employers across England.

At the time of the inspection, there were 74 apprentices studying the level 3 team leader or supervisor standard, 59 apprentices studying the level 5 operations or departmental manager standard and four apprentices studying the level 7 senior leader standard. Of those, 59 apprentices were studying a level 2 qualification in English and 60 apprentices were studying a level 2 qualification in mathematics.

Teaching and coaching sessions take place online.

All apprentices are aged 19 and over.

What is it like to be a learner with this provider?

Most apprentices enjoy their studies. They benefit from meeting with other apprentices from different occupational sectors in online workshops. Apprentices share their experiences about effective management strategies they have tried at work with their teams.

A few apprentices find learning online all day difficult. They find it hard to maintain their concentration during long lessons and struggle to recall the information taught. In a small number of instances, apprentices have their cameras turned off in group discussions and do not take part in these sessions. At times, coaches do not know who is present.

Apprentices value greatly the option of gaining industry standard leadership and management qualifications. They appreciate that they can become members of recognised professional organisations upon completion of their course.

Apprentices learn valuable new knowledge and skills as a result of their training. They gain confidence in their ability to manage finances, projects and people. For example, in one-to-one meetings with staff, apprentices change their style of leadership. They adopt a coaching approach which they find makes them more effective in their roles.

A few apprentices do not have sufficient time off work to complete their studies. They do their coursework in their own time. Coaches support apprentices suitably to catch up when they fall behind. A small minority of apprentices who have significant workload pressures, make slow progress.

What does the provider do well and what does it need to do better?

Leaders have not planned the curriculum effectively for English and mathematics. They have been slow to recruit staff with suitable teaching qualifications or subject expertise in these subjects. There is no clear order in which apprentices learn topics. Too often, apprentices work through online tasks with little support and guidance. Coaches do not check consistently what apprentices know and can do. Nor do they set apprentices specific targets on areas to improve. As a result, too many apprentices do not understand securely how to apply new knowledge, such as calculations for budget setting.

Leaders and coaches plan an appropriate curriculum for the leadership and management content of the apprenticeship. Apprentices learn about the 30 key capabilities they need to become effective leaders and managers, such as managing change and communication skills. Apprentices develop the self-awareness to be role models for their team. They learn how to hold difficult conversations to support staff to improve. Most apprentices build their skills and knowledge gradually over time, which they apply competently at work.

Coaches do not provide consistent helpful feedback to apprentices on their work. On English courses, coaches provide apprentices with helpful suggestions to check their grammar using software editing tools. However, coaches do not correct apprentices' grammatical mistakes in written work. They do not explain sufficiently the errors apprentices make, nor how to rectify them. On level 5 leadership and management courses, coaches provide useful feedback on apprentices' work. Apprentices produce work that is at the right standard for the qualification.

Coaches on leadership and management apprenticeships are appropriately qualified and experienced. Leaders support coaches to develop their subject knowledge at higher levels. They help coaches build their expertise in sectors unfamiliar to them, such as healthcare settings. As a result, coaches assist apprentices to apply what they learn in their work contexts. Leaders plan workshop lessons led by highly experienced and knowledgeable guest speakers. Most apprentices find these lessons inspiring.

Leaders do not ensure that apprentices' line managers consistently attend progress review meetings. In a few instances, while coaches make helpful comments on review reports, apprentices' and employers' reflections are missing. Consequently, in a small minority of instances, employers do not know about the progress apprentices make.

Leaders have developed very useful online careers advice and guidance information. It helps apprentices build their curriculum vitae, write job applications and prepare for job interviews. It contains useful links to helpful websites with advice on how to change careers and career progression routes. A few apprentices gain promotion at work during the apprenticeship.

Leaders have focused suitably on improving the quality of education that apprentices receive. They recognise that too many apprentices in the previous year did not stay on the course or achieve their qualifications. They have taken appropriate steps to make improvements. As a result, of the small number of apprentices who have completed their programme this year, a high proportion have gained a merit or distinction grade.

Leaders have sound governance arrangements in place. Governors have very relevant backgrounds and experience in further education. They have a reasonable understanding of the main strengths and weaknesses across apprenticeship programmes. Governors provide useful advice on how programmes could improve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have appropriate safeguarding policies in place. The designated safeguarding lead is suitably trained and experienced for the role. They ensure they keep detailed safeguarding case records and report these to the governing body.

Apprentices feel safe. During progress reviews, coaches helpfully remind apprentices about safeguarding procedures. Apprentices know whom to go to and how to report any concerns.

Leaders update apprentices on current harms such as knife crime. Coaches do not discuss these topics in any depth with apprentices. As a result, apprentices have a superficial understanding of the risks such as those related to extremism and radicalisation.

What does the provider need to do to improve?

- Leaders and coaches should plan and teach an appropriate curriculum for developing apprentices' knowledge of English and mathematics.
- Leaders should develop staff's teaching skills so that apprentices engage better in online lessons and remember what they have learned.
- Leaders should ensure that all apprentices receive time off work to complete their studies.
- Leaders should ensure that apprentices' line managers attend consistently progress review meetings.
- Leaders should ensure that coaches develop apprentices' understanding of the risks of extremism and radicalisation in their personal lives and at work.

Provider details

Unique reference number	2495159
Address	71 Central Street London EC1V 8AB
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Website	https://www.accipio.com
Principal/CEO	Sascha Benson-Cooper
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the head of apprenticeships, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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