

Accipio Limited

Report following a monitoring visit to a 'requires improvement' provider

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Monitoring visit: main findings

Context and focus of visit

Accipio Limited was inspected in July 2022. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

The majority of apprentices at Accipio Limited complete their learning online.

Themes

What progress have leaders and managers made to ensure staff teach an effective English and mathematics curriculum which helps apprentices to develop knowledge and skills in these subjects securely?

Reasonable progress

Since the previous inspection, leaders and managers have put in place a clear English and mathematics strategy. They make sure that apprentices have access to a suitable range of activities and resources to help them develop the knowledge and skills they need to prepare for their examinations. For example, apprentices benefit from one-to-one support with their coaches and use a good range of online materials. Leaders have recently recruited an English and mathematics tutor to teach those apprentices who need to take examinations. The proportion of apprentices who pass their English examinations at the first attempt is high. However, although improving, this is too low in mathematics.

In one-to-one sessions, coaches set apprentices helpful tasks to help them remember and apply what they learn. For example, coaches set specific writing tasks to ensure that apprentices practise summarising information and constructing sentences. They set apprentices appropriate assignments so that apprentices develop their mathematical skills. For example, apprentices analyse and present data correctly in management reports. They use numerical sales targets and profit margins to show their understanding.

In progress reviews, coaches frequently check that apprentices proofread their work and correct their mistakes. They identify well apprentices' gaps in knowledge in English. They refer apprentices to appropriate resources to support them. For example, many apprentices on level 5 and level 7 leadership programmes access the wide range of resources to help them improve their academic writing skills. This includes how to reference correctly and use grammar accurately in their assignments. However, coaches do not always take advantage of the naturally

occurring opportunities in progress review discussions to help apprentices develop appropriate mathematic skills in areas such as finance.

What progress have leaders and managers made in supporting coaches to improve their online teaching skills so that apprentices take part in online lessons and remember what they have learned?

Reasonable progress

Leaders and managers place a high priority on developing coaches' online teaching skills. They give coaches the right support and training to help them improve. Coaches frequently attend a range of relevant training activities. For example, coaches complete training on how to adapt their activities online so that apprentices contribute and practise what they learn during their sessions. Coaches appreciate that leaders invest in their development. They enjoy their training and the opportunity to share ideas with each other.

Coaches use a wide range of effective teaching techniques in their online sessions to help apprentices learn and remember leadership concepts and theories. They give apprentices clear explanations and opportunities to discuss how they will apply their new knowledge at work. For example, apprentices recall confidently their understanding of emotional intelligence. They successfully identify how to use this at work when they allocate and negotiate tasks with their teams.

Coaches check apprentices' understanding thoroughly. They use a variety of effective assessment methods in their online sessions. They have introduced more frequent checkpoints in their sessions and use effective questioning techniques. Apprentices describe clearly how they use their knowledge of leadership theory to improve how they mentor and support their teams.

Coaches give apprentices good support to prepare for their final assessments. They introduce the requirements for these early in the programme and refer back to the grading criteria frequently. Coaches set apprentices complex assignments, such as to design workflows and, in project management, to practise their professional discussions in preparation for their assessment. As a result, apprentices know what to expect in their final assessments and how to achieve high grades. The majority of apprentices achieve their apprenticeship and a high proportion gain high grades.

What progress have leaders and managers made to ensure apprentices' line managers attend and contribute to progress reviews and that apprentices receive sufficient time off work to complete their studies?

Reasonable progress

Leaders reacted quickly and decisively to reinforce and set clear expectations with employers about their commitment to the apprenticeship programme. Leaders ensure that coaches plan their progress reviews in plenty of time to give employers as much notice as possible to attend. The majority of apprentices' line managers now attend most progress reviews. Employers are well informed and appreciate the feedback they receive at progress reviews about their apprentices' learning.

Employers value the benefits of the apprenticeship programme. They recognise the valuable skills apprentices quickly gain and apply at work. For example, apprentices on the level 7 programme improve their people management skills. They apply positive reinforcement with their teams which, in turn, has a positive impact on the morale and attitudes of the teams they manage.

Leaders and managers have put in place new and effective tracking processes to check that apprentices receive sufficient time to complete their training. They use this information well to identify when apprentices do not complete training or record this sufficiently. Employers whom inspectors spoke with understand their responsibilities to release their apprentices for training. Most allocate apprentices a specific time slot each week to complete their studies. The majority of apprentices access a range of off-the-job learning activities such as workshops, online learning resources, research and one-to-one sessions. Coaches check frequently at progress reviews that apprentices record their training correctly. However, they do not always discuss thoroughly what new knowledge or skills apprentices gain through these activities.

A very small proportion of apprentices who enrolled on their programme some time ago do not access or record enough of their learning. This is mostly due to work pressures in the health service. As a result, these apprentices have not achieved their programme in the time allocated.

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