

Axia Solutions Limited

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

Unique reference number:	10290939
Name of lead inspector:	Sharon Dowling, His Majesty's Inspector
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Type of provider:	Independent learning provider
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Monitoring visit: main findings

Context and focus of visit

Axia Solutions Limited was inspected in February 2023. 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 resolving the main areas for improvement identified at the previous inspection.

Themes

What progress have leaders and managers made in ensuring that the starting points of all apprentices are used to plan learning to ensure that gaps in their knowledge are filled, and all are challenged to meet their potential?	Significant progress
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Leaders have put in place strategies to improve how they identify the starting points of apprentices. Teachers use this information effectively in order to plan their learning, informing the training. For example, apprentices with prior experience in team leadership have a shortened time for their apprenticeship, to reflect their prior knowledge. As a result, they progress at the rate of which they are capable.

Leaders have continued to improve vocational skills scans to include a more detailed focus on apprentices' individual development needs. They use this information to target areas where apprentices need more support, focusing less on more established skill sets.

To assess apprentices' vocational starting points, tutors use careful questioning to identify strengths and weaknesses in apprentices' knowledge. They review this information to ensure that all apprentices' starting points are accurate and reliable. For example, level 3 team leader apprentices start their studies with 180- or 360-degree feedback exercises to create a personal development plan identifying their strengths and gaps in their knowledge. As a result, teachers support apprentices to improve these skills and their contribution to the workplace.

Tutors create individual training plans for apprentices based on their starting points and workplace experience. They work with line managers to ensure apprentices have appropriate skills development opportunities in the workplace. As a result, all apprentices quickly put theory into practice and develop the skills and knowledge they need for their jobs.

What progress have leaders and managers made in ensuring that all apprentices receive support to develop their English and mathematics skills throughout their apprenticeship, including those who already have the required qualifications?

Significant progress

Most tutors establish the starting point of apprentices' English and mathematics skills at the start of their apprenticeship. Where apprentices need to undertake qualifications in these subjects, tutors use this information to shorten the duration of their functional skills studies and, in most cases, support them in improving specific skills and achieving their qualifications.

Apprentices studying English and mathematics qualifications receive regular face-to-face support sessions to develop their skills. Tutors skilfully support individuals to understand new concepts in mathematics. They provide additional activities to ensure that apprentices improve their mathematics skills. As a result, all apprentices can see the progress they are making in developing their skills.

Tutors plan their teaching to develop apprentices' English and mathematics skills throughout their studies. Apprentices use data regularly to improve confidence and fluency in mathematics. Tutors identify gaps in English writing skills and encourage apprentices to improve their grammar and spelling through the apprenticeship incrementally. As a result, apprentices become more competent in using these skills in the workplace.

Mathematics tutors ensure that activities taught in lessons are sufficiently planned for apprentices at all levels to ensure that they are challenged, supported and interested in the content. As a result, level 3 team leader or supervisor apprentices with strong mathematic skills at the start identify how their fluency improves and how they will use these skills in their workplace, such as plotting graphs, creating charts and manipulating and interpreting data.

Managers provide effective training for tutors, with a focus on English and mathematics. Training identifies valuable resources and allows tutors to identify English and mathematics opportunities within curriculums. For example, level 5 operational management tutors have increased their focus on developing English skills in assignment writing and citation skills. As a result, apprentices further develop their English and mathematics skills from their starting points.

What progress have leaders and managers made in ensuring that all learners and apprentices are supported to develop their understanding of healthy relationships?

Significant progress

Leaders and managers provide tutors with resources and training about different aspects of healthy relationships, such as misogyny, consent and child-on-child abuse.

As a result, tutors develop their confidence in order to discuss these topics with their apprentices.

Leaders have designed and implemented a mandatory training course for 16- to 24-year-olds called #BeTheChange. This training includes a healthy relationship workshop session. Almost all apprentices who have completed the course can confidently recall content from the session, which they can relate to their personal and work lives. As a result, apprentices are developing an understanding of different types of relationships, including healthy workplace relationships.

Leaders have in place strategies to support all apprentices to develop a better understanding of healthy relationships, including discussions as part of reviews and helpful links on their website. Some apprentices over 24 years old have viewed the online seminar and can discuss and relate this to their work and home lives. Leaders are planning to require all apprentices to attend this session, and leaders recognise that further work is needed to ensure that all apprentices benefit from this teaching.

Teachers provide apprentices with a handbook at induction which sets out the principles around healthy relationships. They discuss these themes during progress reviews to reinforce learning linked to healthy relationships, and tutors use these to support discussions in apprentices reviews. However, it is too soon to see the impact on apprentices' understanding of these areas.

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