

# Kiwi Education Limited

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

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## Monitoring visit: main findings

### Context and focus of visit

Kiwi Education Limited was inspected in January 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.

Kiwi Education Ltd (Kiwi) is an independent learning provider based in Southampton. Kiwi works with apprentices and employers primarily in Hampshire and the surrounding region, as well as a small number of apprentices in northern England. At the time of the monitoring visit, there were 45 apprentices studying a variety of level 2 to 5 apprenticeship standards. Of these, 11 apprentices were studying level 3 team leader, seven were studying level 2 customer service practitioner and five were studying level 3 digital marketer. Almost all apprentices were aged 19 years and over. Six apprentices were studying English and/or mathematics functional skills as part of their apprenticeships.

### Themes

**What progress have leaders and managers made to ensure that apprentices' starting points are accurately identified so that their individual needs are met effectively, including those who require English and mathematics qualifications? Reasonable progress**

Since the full inspection, leaders have taken suitable action to improve the way they gather information about what apprentices already know and can do at the start of their studies. They assess apprentices' prior knowledge and skills closely and then use this information to tailor learning carefully. Consequently, apprentices benefit from training that aligns closely to their specific needs and job roles.

For learners who require English and mathematics as part of their course, experienced tutors now use diagnostic tools, which has improved their understanding of gaps in apprentices' understanding. For example, they carefully identify apprentices' spelling and grammar mistakes. They help them to correct these and support them to practise until fluent. As a result, apprentices improve the literacy skills they need in their professional roles effectively.

**What progress have leaders and managers made to ensure that apprentices with additional support needs are identified swiftly and receive the support they need to make good progress? Reasonable progress**

Since the previous inspection, leaders have improved the teaching and support for apprentices with additional support needs to ensure that they are successful in their programmes. The recently appointed interventions and support manager ensures that the needs of these apprentices are identified, planned for and met effectively.

Trainers have successfully completed specialist training to improve their support for apprentices with additional needs. They have access to specialist resources and guidance to better support apprentices with different learning needs. Trainers use information about the individual needs of apprentices to plan learning and support apprentices well. They provide individualised support and feedback that helps these apprentices to improve their work. As a result, apprentices with additional support needs achieve well.

Leaders ensure that apprentices with additional needs who require English and mathematics qualifications now benefit from high-quality, one-to-one teaching and support. As a result, these apprentices achieve their qualifications more rapidly.

Leaders have strengthened their quality assurance processes to check apprentices' progress carefully. Where apprentices with additional needs are at risk of falling behind, leaders intervene quickly. As a result, these apprentices make sustained progress and achieve their qualifications successfully.

**What progress have leaders and managers made to ensure that trainers provide effective developmental feedback that helps learners and apprentices improve their work? Significant progress**

Leaders have taken rapid and significant action to improve the quality of developmental feedback trainers provide to apprentices successfully. Leaders now review feedback carefully and provide helpful support to improve trainers' practice in this area. For example, trainers benefit from high-quality training and mentoring led by specialist teachers. Consequently, trainers now consistently provide high-quality feedback so that apprentices make substantial and rapid progress in their studies.

Trainers give highly effective feedback to apprentices, which they then link carefully to the knowledge, skills and behaviours of the apprenticeship. For example, on level 5 operations or departmental manager, trainers give apprentices clear and specific feedback that helps them to deepen their understanding of leadership styles. As a result, these apprentices improve their leadership skills in the workplace rapidly. Apprentices rightly value the constructive feedback trainers provide on their work, making improvements to their work as a result.

**What progress have leaders and managers made to ensure that employers are involved in apprentices' progress reviews so that apprentices apply their learning at work successfully and make rapid progress? Reasonable progress**

Leaders have strengthened their processes for reviewing apprentices' progress with employers. Trainers ensure that most employers now attend apprentices' review meetings to better understand and support the progress that apprentices make. Trainers develop clear delivery plans with employers that set out suitable milestones and targets for apprentices' training. They sequence off-the-job training in line with employers' needs to ensure that apprentices develop the skills needed to become effective employees. For example, trainers work closely with employers to align training with apprentices' specific work priorities well. Trainers work effectively with most employers to enhance their understanding of how their apprentices will be assessed at the end of their programme. As a result, more apprentices make good progress, complete their programmes in a timely manner and add value to their organisations.

**What progress have leaders and managers made to ensure that learners and apprentices benefit from impartial, high-quality careers information, advice and guidance? Reasonable progress**

Leaders and managers have successfully improved the quality of their careers information, advice and guidance for apprentices. Experienced trainers use their knowledge of apprentices' career aspirations to inform helpful discussions about their future career options within their sector. For example, level 2 customer service apprentices discuss their plans to progress to team leader roles with their trainers. Most apprentices reflect on their career plans at the start of their course and evaluate these with staff at review meetings regularly. Consequently, most apprentices are well informed about their next steps and opportunities available to them.

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