

Apprentices do not receive enough feedback or support to know how to make better progress. Too many apprentices leave the programme without completing.

Most apprentices gain confidence in their work roles. A small minority recognise that they have gained new knowledge and skills, but the majority only have their existing knowledge and skills confirmed. Most do not have a coach or mentor at work to help them make use of opportunities to learn new skills, for example, observing experienced managers carrying out disciplinary hearings or holding strategy

Trainers and assessors focus on apprentices meeting the requirements of the Institute of Leadership and Management (ILM) qualifications. Leaders have not made sure that trainers and assessors are trained to deliver good-quality education and training for the full apprenticeship. As a result, they do not understand how to plan and sequence the delivery or support apprentices to build on what they already know.

sufficiently for their future careers.

Apprentices do not develop new knowledge, skills and behaviours quickly enough. Assessors focus on the assessment of what apprentices already knew and could do before they started their programme.

Apprentices receive a poor standard of training. Frequent changes of apprentices'

The apprenticeship curriculum is not fit for purpose. Leaders and managers have failed to ensure that apprenticeship programmes meet the principles and

Managers do not ensure that the curriculum is delivered in a logical order so that apprentices learn more and remember more. Apprentices waste their time in training in skills and knowledge that they have already mastered. For example, software development technician apprentices have not been taught any new topics and have

Apprentices gain little from studying their apprenticeship with PBD. Too few complete their training on time. Assessors do not recognise apprentices' existing knowledge and skills when planning learning.

Leaders and managers fail to ensure that apprentices receive their entitlement to well-planned on- and off-the-job training. Most employers are not involved in the development and planning of their apprentices' curriculum. Leaders and managers have not had enough oversight of the apprenticeship curriculum. This has resulted in the apprenticeship provision not meeting the principles and requirements of an apprenticeship programme.

Leaders, managers and TAOs do not consider apprentices' starting points when they plan the curriculum. Apprentices, therefore, do not develop substantial new knowledge, skills and behaviours. For example, level 3 lead adult care standard apprentices repeat units they have already achieved at a different provider.

essential mathematical principles required for their qualification.

Trainers do not routinely use the full range of information obtained through assessments of apprentices' skills at the beginning of their courses to plan and order learning effectively. In rail, civil engineering, and signalling pathways, trainers' assessments of apprentices' starting points do not routinely take into account their previous qualifications, or what they can already do.

Senior leaders' monitoring of the performance of their subcontractors, for whom they rely upon to deliver all aspects of their apprenticeship programmes, is poor. They do not know whether the curriculum is designed well or delivered in a logical order. Leaders are unaware of the progress apprentices make through their programmes. They do not know whether teachers employed at the subcontractors

Managers and staff do not plan training effectively. The curriculum is not organised in a way that builds on what learners and apprentices know and can do. Most tutors and assessors do not provide time in the programme to allow learners and

It's all about the curriculum: example statements from reports published in the past six months