

# Learning Concepts Ltd

Monitoring visit report

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**Unique reference number:** 52975

**Name of lead inspector:** Jonny Wright, Her Majesty's Inspector

**Inspection date(s):** 7 to 8 August 2019

**Type of provider:** Independent learning provider

**Address:** Jarrow Business Centre  
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## Monitoring visit: main findings

### Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the Education and Skills Funding Agency. This monitoring visit was undertaken as part of those arrangements and as outlined in the Further education and skills inspection handbook, especially the sections entitled 'Monitoring visits to providers that are newly directly funded to deliver adult learning provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Learning Concepts Ltd began to deliver adult learning provision in November 2017. Prior to this, it delivered adult learning provision as a subcontractor. At the time of the monitoring visit, 10 learners were on functional English and mathematics courses from entry level to level 2. Learning Concepts Ltd delivers learning from centres in South Shields and Sunderland and most learners live in the local areas. It does not use subcontractors.

### Themes

#### **How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose?      Significant progress**

Leaders and managers have established a clear and effective strategy to help learners to progress into work and further learning. They have developed a highly effective partnership with Jobcentre Plus to provide learning programmes that enable learners to gain access to the right training and to develop their skills.

Leaders and managers have very effective oversight of adult learning programmes, including the progress that learners make and the quality of teaching and assessment. Leaders are challenged appropriately through external support to make improvements where required.

Learners benefit from access to additional courses, including security licence, fork-lift truck licence and licence to work on a construction site. The training enables learners to gain employment where there are vacancies in the local area.

Leaders and managers evaluate learning programmes effectively and identify strengths and weaknesses accurately. They take swift action to address weaknesses. For example, learners on vocational courses benefit from improved initial assessment that identifies more accurately what they can do and what they need to improve.

Tutors and managers monitor the progress that learners make very well. When learners fall behind, managers ensure that tutors support them to catch up. A very

high proportion of learners stay on their programmes, gain relevant skills and achieve their qualifications.

Well-qualified and experienced advisers provide learners with comprehensive and helpful careers information, advice and guidance. Learners have access to a job club, frequent presentations on local job opportunities and one-to-one support from advisers.

Managers identify learners' destinations on completion of their programmes effectively. They carry out thorough checks, and they contact employers to confirm that learners are in work. A high proportion of learners move into work or further learning.

Tutors are well qualified and experienced for their roles. Learners benefit from high-quality learning environments and resources, including access to online learning that they value highly.

**How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals?      Significant progress**

On functional skills courses, tutors effectively identify the skills that learners already have and the skills that they need to develop. Learners then use online learning materials to improve their skills.

Tutors provide good support for learners in English and mathematics workshops, supplementing online learning with individual coaching. When possible, tutors incorporate useful practical group activities to break up the periods of online learning. For example, they include an activity to develop learners' ability to present data in a variety of ways, including tally charts, bar charts and pie charts.

Learners value the support that tutors provide, and they make good progress in developing their confidence and skills. They also develop their digital skills very effectively. Learners who have never used computers before joining their course quickly become capable and confident in doing so. This helps them to apply for jobs and to access benefits online.

Tutors record learners' progress accurately and use the information to support those making slower than expected progress. Occasionally, managers extend the duration of learners' programmes, giving learners more time to learn and complete practice examination papers before sitting their external assessments. Most learners pass functional skills assessments at the first attempt.

Tutors track learners' use of learning materials effectively, including any access that learners may have from home. Learners who are unable to attend the training centre

for personal reasons, such as medical appointments, are able to use the online resources at home to keep up to date with their learning.

Recently, tutors have completed training on how to incorporate English and mathematics learning into other subjects. Increasingly, tutors provide learners with feedback on their spelling and grammar, which helps them to improve. Tutors identify technical words used on courses, they emphasise the correct definitions and spellings, and they encourage learners to practice them.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders and managers have developed effective policies and procedures that support learners to stay safe and to develop their understanding of the risks associated with radicalisation and extremism and other local risks. Leaders and managers meet the requirements of the 'Prevent' duty.

Leaders have appointed an appropriate staff member to act as designated safeguarding lead (DSL). The DSL is appropriately qualified and experienced, and uses advice from the local authority and police to reinforce tutors' knowledge further.

Leaders carry out appropriate background checks on staff to check their suitability for working with adult learners.

Staff benefit from frequent and helpful training in safeguarding and the 'Prevent' duty, and they use their knowledge to develop learners' understanding.

Learners feel safe, they know how to report any concerns, and they understand the basic risks of radicalisation and extremism.

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