

# Inspection of Aim 2 Learn Limited

Inspection dates:

24 to 26 August 2022

**Overall effectiveness****Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Adult learning programmes

**Good**

Overall effectiveness at previous inspection

Not previously inspected

**Information about this provider**

Aim 2 Learn Limited (A2L) is an independent learning provider based in the centre of Leeds. It was established in 2011, and in 2017 leaders secured direct funding for the delivery of training to adult learners. A2L specialises in the delivery of training to support adults into employment in the telecommunications sector. At the time of the inspection, there were 20 adult learners studying the level 2 diploma in professional competence for IT and telecoms professionals. Learners come from a diverse range of backgrounds, and include adults who are disadvantaged, long-term unemployed and speakers of other languages, and adults who have recently migrated to this country. At the time of the inspection, A2L had no subcontracted provision.

## **What is it like to be a learner with this provider?**

Learners thrive in an inclusive and supportive environment where adults from diverse backgrounds show high levels of respect for staff and for each other. Learners value staff, who are considerate of their health and well-being and who promptly follow up non-attendance to check on their welfare. Staff provide breakfast to ensure that learners who have not had a chance to eat can learn without being hungry.

Learners benefit from an environment that replicates the workplace by modelling full-time work over a six-week programme. Tutors and learners work well together to establish ground rules that reinforce professional working practice and positive attitudes to learning. Attendance is very high. Learners arrive punctually at the start of the day and to their sessions, prepared and ready to learn.

Learners enjoy being on the programme and are rightly proud of the progress that they have made. They value the high-quality training that they receive from expert tutors, who use their industry experience well to inspire and motivate them. They benefit from the high-quality specialist facilities that enable them to gain essential practical skills and prepare them well for their next steps.

Learners are very supportive of each other and actively engage with fellow learners to develop their understanding and share their knowledge. They provide effective peer-to-peer support both during and after completion of the programme. Learners who speak the same language support each other with English translation, and learners who have left the programme remain in contact, sharing experiences and job opportunities.

Learners benefit from a training environment where they feel safe and can focus on their learning. They know how to use risk assessments to keep themselves safe in a working environment. They can identify local risks, such as knife crime, and local areas where crime rates are high and where they need to be vigilant.

## **What does the provider do well and what does it need to do better?**

Leaders and managers have developed a highly ambitious curriculum to meet the skills needs of Leeds City Region and wider national priorities for the telecommunications sector. They are clear in their intent to support adults, many of whom have experienced long-term unemployment and disadvantage, into sustained employment.

Leaders work collaboratively with industry experts to ensure that the curriculum prepares learners well for a wide range of job roles in telecommunications. They provide an industry-recognised qualification alongside an in-depth practical programme, which includes basic knowledge of sector developments such as fibre broadband. Employers keenly recruit learners to address skills shortages and highly value the practical and employability skills that learners have developed.

Leaders have developed successful partnerships with welfare agencies and local charities to recruit disengaged adults and the long-term unemployed. They go into the community, including the most severely deprived areas, to engage with learners who would otherwise not come to the training centre. They provide new employment opportunities for learners who have recently migrated to this country. Learners from Hong Kong, Iran and India state that before joining this course they were only able to apply for entry-level warehousing roles and not jobs that offer a long-term career.

Leaders and tutors effectively adapt the sequence of the curriculum so that learners develop their knowledge fully before applying their skills in a practical setting. Learners gain experience of data ports and cabling at the start of the programme and then move on to first and second fixes before commencing more complex tasks, developing skills and confidence at an early stage. Learners practise their skills by patching cables into wall panels, using specialist tools to terminate wires. They test their work through fault finding, and then apply solutions to fix the problems that they have found.

Tutors provide good support to develop learners' communication skills. Learners use technical terminology well and develop their confidence and fluency in providing accurate and detailed verbal descriptions of the work that they carry out. Learners with no previous experience in telecommunications can clearly explain their work on data ports and patching cables and how this relates to either a domestic or commercial setting.

Tutors use a wide range of assessment methods to test learners' understanding and their practical ability. They work successfully with learners to identify how learners can improve their work and overcome errors in the future. They provide helpful suggestions about how learners might salvage a practical task after making mistakes, such as moving ports when learners cut cables too short. Learners build their confidence and make progress in the development of new manual skills.

Tutors design and use effective end-of-course assessment, beyond the qualification, to assess what learners know and can do. They carefully simulate a working brief with time restrictions to test learners' ability to work to deadlines and produce industry-standard work. Tutors provide helpful and timely feedback that enables learners to clearly articulate their knowledge and skills in job interviews.

Tutors plan activities that enable learners to develop their English skills for use at work. They challenge learners to present accurate and precise written work in their portfolios and in job applications. Tutors provide useful models that help learners to calculate mathematical equations. They provide learners with a triangle to determine how to use the voltage, current and/or resistance to calculate unknown values. Learners value these tips as they help them to remember and master complex calculations.

Staff place a strong emphasis on ensuring that learners gain a good understanding of the employment market as well as other key information that they need when applying for work. Learners, many of whom are new to this country, learn about the jobs market, the expectation of employers and the opportunities available to them. They are knowledgeable about British legislation such as health and safety and data security, and are well prepared for life and work in modern Britain.

Leaders and tutors do not provide careers information and guidance effectively enough to ensure that all learners are aware of and prepared for further training and education opportunities. Learners who are not successful in finding a job would benefit from knowing more and being prepared for progression to higher levels of study.

Leaders and managers have taken effective action to address identified weaknesses. They have refined and implemented quality assurance processes, such as the observation of teaching and learning and staff performance appraisal, to drive improvement. However, leaders do not have sufficient oversight of learner outcomes. They do not use information about learners' destinations effectively enough to inform the planning and design of their curriculum or to ensure that learners are equipped for future opportunities in education and training.

Leaders and managers support staff to develop professionally, such as gaining teaching qualifications and developing their English and mathematical skills. Leaders are considerate of staff's welfare and workload. They have made changes to delivery patterns to enable teaching staff to plan their time more effectively and develop their teaching practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers promote a culture of safeguarding where the health, safety and welfare of learners are prioritised. From the start of the programme, learners are equipped with the knowledge and skills that they need to work safely in potentially hazardous environments and to be aware of the wider risks that they may face in the workplace.

Leaders and managers plan and provide training that improves the understanding of staff about the safeguarding issues faced by learners. They frequently liaise with local agencies, such as 'Prevent' officers, so that they can update and inform staff of the risk level and local concerns. Tutors provide learners with useful information on safeguarding and how this applies to the workplace.

Leaders have established an appropriate range of safeguarding policies and procedures with a clear focus on the welfare and support needs of learners. They ensure that recruitment checks are conducted to assure staff's suitability to work with learners and that there are clear reporting processes which staff and learners are aware of. Staff and learners know the designated safeguarding leads and how to contact them.

## **What does the provider need to do to improve?**

- Improve the oversight of learner destinations and use the information effectively to inform the planning and design of the curriculum.
- Ensure that all learners receive sufficient careers information and guidance, beyond employment in the telecommunications sector, so that they are aware of wider employment and education and training opportunities available to them.
- Ensure that tutors prepare learners for their next steps, including progression to education and training opportunities and higher levels of study.

## Provider details

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<b>Contact number</b>	07427 442240
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<b>Principal/CEO</b>	David Wightman
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

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