

Extraordinary Collective

Monitoring visit report

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Name of lead inspector:	Kim Bleasdale, 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

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of adult learning provision where the provision offered is in scope for inspection. 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' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Extraordinary Collective is an independent learning provider based in Liverpool. It provides Skills Bootcamps in digital marketing to adults. At the time of the monitoring visit, there were 20 learners studying 12-week courses online.

Themes

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

Leaders have a clear aim to meet employers' digital skills gaps within the Liverpool City Region. They are passionate about empowering local people, particularly those from disadvantaged backgrounds, to develop their confidence, self-esteem and skills for employment or self-employment.

Leaders carefully recruit the right learners for their courses. They obtain referrals through their close partnerships with a wide range of local community support programmes, such as Speke Training and Education Centre, Households into Work, Life Rooms, Liverpool in Work and Granby Toxteth Development Trust. Almost all learners who enrol remain on and complete their course on time.

Trainers are well qualified and experienced. They benefit from a range of training, for example artificial intelligence (AI) and how to use AI models in digital marketing and the use of effective assessment and feedback. This helps trainers to further develop their subject knowledge and teaching skills.

There are suitable quality assurance and improvement processes in place for leaders to monitor the quality of training. Leaders carry out observations of teaching and complete work scrutiny to ensure that teaching and assessment are to a high enough standard. Trainers know what specific aspects of their teaching practice they need to improve.

Leaders have very recently put in place external governance arrangements. They have appointed a governor with an educational background and have imminent plans

to appoint two more. Although the first formal meeting has yet to take place, the new governor has already challenged leaders to improve aspects of their provision. For instance, leaders have strengthened their process for formally recording observations of training.

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? Reasonable progress

Learners have a clear aim to improve their lives by developing their skills and earning potential. They enjoy their training and feel part of a community that lasts long after their course ends. Most learners who are unemployed move into secure, well-paid jobs. Those who are already employed gain improved roles at work. Almost half of learners who are self-employed increase their business revenue. A few learners start their own businesses or go on to further learning.

Trainers teach a logically sequenced curriculum that enables most learners to learn new knowledge and skills which they quickly apply at work. Learners efficiently run search engine optimisation reports to improve the performance of a website. They use the three-box strategy to produce a digital marketing plan and design engaging and innovative company logos. Learners become confident digital marketing practitioners.

Trainers use a variety of useful teaching strategies that help learners to retain knowledge in their long-term memories. They routinely check learners' understanding to identify gaps in learning and inform teaching. Trainers use effective questioning techniques, discussions and quizzes. This helps learners to easily recall learning, for instance marketing models such as AIDA (Attention, Interest, Desire, Action) and The Golden Circle. Learners successfully apply these models at work in marketing campaigns for clients.

Employers greatly value the new knowledge and skills their employees enthusiastically bring to the workplace. They feel that the course fully meets their business needs to increase revenue through developing the digital marketing skills of their employees. For example, learners effectively identify and implement additional marketing opportunities which have already greatly increased the business's profile across a wide range of social media platforms.

Although staff collect information about what learners already know and can do at the start of their course, trainers do not use this information well enough to meet the individual needs of learners. Leaders acknowledge this and have plans in place to quickly rectify this.

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

Leaders are keen to make sure their learners are safe. They ensure that all members of the safeguarding team are suitably qualified. Leaders complete a range of appropriate checks when appointing new staff to make sure that they are suitable to work with learners. All staff, including the designated safeguarding lead and deputy, receive appropriate training on safeguarding and the 'Prevent' duty.

Learners feel safe and know how to raise any concerns they may have about their or anyone else's safety. They know how to keep safe online by not sharing their passwords and keeping personal information private.

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