

Resume Foundation

Monitoring visit report

Unique reference number:	2691328
Name of lead inspector:	Vicki Locke, His Majesty's Inspector
Inspection dates:	7 and 8 December 2022
Type of provider:	Independent learning provider
Address:	9 De Montfort Street Leicester LE1 7GE

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' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Resume Foundation (Resume) is a registered charity that works with a range of partners to support people returning to employment. Resume offer Skills Bootcamps funded by the West Midlands Combined Authority's (WMCA) adult education budget. To date, there have been 214 adult learners on Resume's Skills Bootcamps, delivered with their technical training partner, Coventry University. At the time of the visit, there were 39 adults on level 4 Skills Bootcamps in data science or web app development.

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 rationale: to use Skills Bootcamps to accelerate skills training for long-term unemployed learners. The aim of the courses is to improve employability and life chances of these learners. The courses meet WMCA's skills priorities for the digital sector.

Leaders work closely with partners to identify learners who are suitable for Skills Bootcamps. For example, employment coaches base themselves in job shops to engage adults who have been out of work for a sustained period of time. Leaders have recently expanded their employer relationships team to further build these important partnerships.

Leaders have suitable oversight of their partner, Coventry University, who delivers the technical skills training. Weekly operational meetings resolve issues, such as learners' technology requirements. Leaders have recently introduced monthly learner progress review meetings. They are now rightly aware of the improvements needed to the curriculum, especially on the web app development course. Leaders intend to make changes so that learners study selected topics in greater depth and get more recap time.

Leaders largely use information about learners' progress well to inform improvements. They now include a 'session zero', where learners meet their coaches and peers in person. Career discussions and CV building now occur earlier in the course. As a result, attendance is better, and more learners successfully complete their courses.

Too few learners progress on to relevant employment. Leaders acknowledge this. They have reviewed the curriculum offer but have yet to make the necessary changes.

There are appropriate arrangements for external scrutiny through a board of trustees. The board meets with leaders to discuss key projects, including Skills Bootcamps. Trustees know results from earlier cohorts were not good enough and have oversight of the work leaders are doing to make improvements.

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

Leaders develop courses that include suitable content. They recognise well that learners often lack the confidence and skills to successfully gain jobs in the digital workplace. Therefore, content includes confidence building, guidance sessions with employers, and CV writing support. This prepares learners effectively for finding work.

Leaders work with their partner, Coventry University, to design suitable technical course content. They organise this material logically so that most learners can make sense of it. However, the courses are intense and include much technically challenging information, especially on web app development. Workshops are tightly scheduled, without clearly designed independent study within the overall teaching plan. Consequently, less-experienced learners do not always develop a secure understanding, as there are limited opportunities for them to practise topics.

Tutors are very well qualified and experienced. They use their knowledge to explain concepts clearly. Proctors are recent graduates or final year undergraduates in appropriate subjects. In most cases, proctors support learners well.

Tutors monitor learners' progress and check understanding. They review work in lessons and tell learners about the additional proctor support available. Learners who seek this support find it helpful. However, tutors do not use the checks they make to instigate referrals to proctors or to adapt future workshop teaching.

In many cases, leaders ensure there is appropriate support for learners based on their starting points. For example, coaches provide recordings and transcripts of

lessons for learners who speak English as an additional language. However, learners' prior digital knowledge is not used well to plan technical training that is fully effective for all.

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

Leaders ensure appropriate safeguarding arrangements are in place. There is frequent and effective communication between Resume and Coventry University. They share and action promptly any concerns they have about learners' progress or welfare.

Resume's employability coaches conduct weekly progress monitoring calls. As part of these calls, they make welfare checks, offering learners pastoral support. Where there are concerns, coaches escalate these swiftly to leaders, who make prompt referrals for further external support. Any safeguarding concerns are systematically logged and tracked.

Safer recruitment checks and comprehensive policies are in place. There is thorough training, including mental health awareness, for all Resume staff. Coventry University staff undertake 'Coventry Essentials', which includes safeguarding awareness, responding to disclosures, and 'Prevent' duty.

Learners rightly value the support and care from their employability coaches. However, at the time of the visit, there was no explicit teaching about risks learners may face in training or in their everyday lives.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022