

Code Institute Limited

Monitoring visit report

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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.

Code Institute Limited is an independent training provider specialising in coding. It is a global company based in Dublin. Since 2023, Code Institute has taught Skills Bootcamp training, funded by the West Midlands Combined Authority, to learners largely based in the West Midlands.

At the time of the visit, there were 31 learners in training. There were 20 learners on the high-performance full stack software developer course, a non-accredited training course aimed to develop skills that allow learners to start in entry-level roles in the coding industry. A further 11 learners were on a level 3 certificate in software development.

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 have an ambitious strategy: to support learners to enter the coding industry. They have extensively researched the West Midland region's current and future skills and employment trends and used this to plan training. Leaders have successfully developed relationships with employers, most of whom significantly influence the sector and have a pipeline of job vacancies. Consequently, leaders have a network in place to support learners in gaining employment in coding successfully.

Leaders have a thorough and up-to-date understanding of the emerging skills needs in the sector. They use this information to review and develop the curriculum continually to ensure that it meets the sector's skills needs. For example, they are mapping artificial intelligence knowledge into the curriculum. As a result, learners have the most up-to-date knowledge and coding experience.

In response to extensive employer feedback, leaders strongly focus on developing skills such as critical thinking, agile skills, time management, and adaptability, which are key barriers to recruitment in the coding industry. This broader skills

development better prepares learners to be ready to move into employment successfully when they complete their training.

Leaders have developed strategies to support social mobility and build networks of practices, allowing learners to experience collaboration with employers and alumni globally. As a result, they promote social mobility.

Leaders have put in place a quality assurance process that enables them to identify areas of concern and implement actions to improve the learner experience quickly. For example, having determined that their coding platform was limiting progress, they quickly moved to a new platform that allowed learners better access to working on more complex code.

The company board has significant experience and expertise in education. The board clearly understands the strategic vision, including funded training in England. It receives relevant information regarding course development, student progress, and safeguarding, which it uses as a basis to challenge and support leaders. For example, the board has supported the implementation of Skills Bootcamps to engage those furthest from the job market in 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? Significant progress

Learning facilitators support learners in extending their existing skills effectively, encouraging and helping them to develop new, more complex and cleaner coding. Learners develop skills that allow them to be competitive when applying for roles in the coding industry.

Learning facilitators give detailed and specific feedback to learners. This helps them to understand how to improve their work. They teach learners to identify the need to use ratios with website images to allow for effective scaling on different screens. This supports most learners to commit the knowledge and skills they are developing to their long-term memory.

Learning facilitators carefully track the progress learners are making. Learners who make less than the expected progress or fail to engage are quickly identified and supported. As a result, a high proportion of learners successfully complete their courses and feel well supported.

Learning facilitators focus on building a community of support and practice for learners. They carefully monitor online discussion groups. Learners benefit from the support of their peers, those who have recently completed the programme, and

subject experts to develop their ideas and skills. As a result, learners are confident that their course supports them now, and in the future, to achieve their career goals.

Learners have extensive careers support throughout the programme to ensure they have a strong CV, online profiles, and interview techniques. This support ensures that learners choose the right career pathways for them. Employers are guest speakers in careers sessions and support interviews with learners to build their confidence and skills. As a result, learners develop networks with professional organisations and improve their understanding of the specific requirements of different employers.

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

Leaders have appropriate safeguarding policies and procedures that staff use effectively to support learners. The designated safeguarding lead has a detailed 'Prevent' risk assessment that reflects the provider's online delivery methodology.

Learners are not always aware of the risks associated with radicalisation and extremism specific to the areas in which they live and work. Leaders are progressing initiatives to improve learners' understanding of safeguarding risks, particularly those associated with working and studying online. Initiatives include short information sessions and new online materials.

Learners feel safe and clearly understand how to report any concerns if necessary.

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