

Creative Process Digital Ltd

Address: Eighth Floor, Telecom House 125-135 Preston Road, BN1 6AF

Unique reference number (URN): 1278646

Inspection report: 18 November 2025

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- **Met:** The provider has an open and positive culture of safeguarding.
- **Not met:** The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Expected standard



Expected standard ●

Inclusion

Expected standard ●

Leaders create an inclusive culture for learners and apprentices. They make sure their curriculums are accessible through effective identification during course recruitment of any barriers learners and apprentices may face. Staff communicate the needs of learners and apprentices with special educational needs and/or disabilities (SEND) well to tutors and learning support assistants (LSAs), who develop appropriate individual support plans. LSAs get to know their learners early in the course. They understand each learner's barriers to learning and use their expertise to offer helpful advice.

Managers and staff closely monitor and regularly review the support that learners and apprentices receive. Managers ensure that staff are trained to support learners and apprentices who need extra help. They make sure adjustments are made to support arrangements to meet learners' and apprentices' needs.

SEND leaders have the right experience for their roles. However, leaders have yet to implement their revised inclusion strategy.

Leadership and governance

Expected standard ●

Leaders have built strong ties with local communities, employers and stakeholders, such as local authorities, universities and employer networks. This has led to them planning adult learning courses and apprenticeships that meet local and regional digital skills needs. Leaders provide industry-standard resources so learners and apprentices can gain relevant knowledge and skills. This includes well-equipped information technology suites, with computers and professional software that mirror those used in the industry.

Leaders understand their provision well. They know their strengths and areas for improvement and have implemented effective strategies to improve. Leaders have enhanced support for apprentices with additional needs, helping them to make progress as expected. They ensure apprentices learn about personal development topics outside their vocational training. For example, apprentices study ethics in artificial intelligence.

Leaders support staff well through a sound professional development plan. This has helped staff to improve the standard of feedback that tutors and assessors provide for learners and apprentices. However, leaders recognise the need for more specialist training for staff supporting learners and apprentices with special educational needs and/or disabilities.

Leaders responsible for governance oversight have a clear vision and strategy for curriculum development. They now monitor the quality of teaching and learning more closely and act quickly to make improvements.

Leaders take considered actions to ensure their staff's wellbeing. They organise regular meetings and development sessions to ensure good communication. Staff find leaders and managers accessible. As a result, staff feel they are listened to, valued and supported in their roles.

2. Adult learning programmes

Strong standard	● ●
Expected standard	●

Strong standard ●

Curriculum and teaching

Strong standard ●

Leaders have developed a comprehensive Skills Bootcamp curriculum to fill digital skills shortages. They work closely with employers to design curriculums that align extremely well with industry needs. Their courses have a significant impact on adult learners' individual development, increasing their confidence and employability.

Tutors identify learners' starting points highly effectively through assessments and discussions. This enables them to customise their curriculums and provide targeted support. For example, in digital design and media tools bootcamps, advanced learners work skilfully with complex tool functions, while those with basic knowledge focus on composition rules and design principles.

Leaders plan courses carefully, so that learners excel in their incremental acquisition of new knowledge and skills. In digital marketing, for instance, tutors first make sure learners have a thorough understanding of market research. They build adeptly on this foundation to teach learners to create high-quality marketing campaigns using industry-standard tools such as design software, artificial intelligence and social media platforms.

Tutors are highly experienced in their subjects and use a variety of high-quality resources to enhance learning. For example, they expertly use learning technology to showcase real-life adverts that illustrate the 'rule of thirds' to improve digital content.

Tutors provide effective tailored support for learners with special educational needs and/or disabilities. They make very appropriate adjustments, including the use of online tools such as colour checkers for colour-blind learners.

Tutors help learners strengthen their English and mathematics skills significantly. Learners in digital marketing explore symmetry and develop industry-specific language and terminology.

Participation and development

Strong standard 

Leaders provide valuable chances for learners to connect with employers during their courses through employer days, webinars and workshops. Learners gain detailed insights from industry experts and work experience. For instance, learners join video crews on location and create content based on employer briefs.

Tutors plan activities that boost learners' personal and professional growth. Learners learn about using images that showcase cultural differences. Tutors embed fundamental British values into explanations about copyright laws that apply to marketing content creation. Tutors make sure learners know how to keep safe, including online. They help learners gain a strong understanding of radicalisation and extremism, making them aware of local and national risks.

Learners enjoy a variety of high-quality opportunities that aid their overall development and preparation for work. They build their confidence and communication skills. Learners gain valuable experience of working in different settings, such as at a local film festival. They become highly proficient at skills and behaviours such as problem-solving and teamwork.

Staff offer very effective careers advice and guidance. Recruitment specialists help learners find jobs. Learners make excellent use of resources for job applications and interview preparation. Staff guide them in creating personal profiles on business social media sites.

Expected standard

Achievement

Expected standard 

Most learners gain important new knowledge and skills that they need for their futures. Tutors point out where learners excel and give feedback on how to improve their work. Learners' practical work is of high quality.

Most learners finish their studies and achieve well. After completing courses on digital design and media tools, many learners find jobs. However, for those who have completed courses in artificial intelligence and digital marketing, job outcomes are not as strong.

Staff prepare learners well for their next steps in education and employment. Learners are aware of specialist career options, such as studying artificial intelligence. Leaders create good opportunities for learners to work with employers and apply their skills in real jobs. For example, learners used their skills at a local film festival.

3. Apprenticeships

Expected standard



Expected standard ●

Achievement

Expected standard ●

Most apprentices, including those who are disadvantaged, complete their apprenticeships, produce work to an appropriate standard and achieve their qualifications.

Through their training, apprentices gain a strong understanding of digital marketing concepts. They use search engine optimisation tools confidently to help clients' websites rank higher in search results. They learn to create social media content aimed at corporate clients. Apprentices take on extra responsibilities at work, such as managing client accounts. They usually go on to secure jobs closely related to their training.

Apprentices complete tasks that build the literacy and numeracy skills they need for their jobs. They analyse data and metrics from search engines, which helps them find ways to boost the number of users on their clients' websites. Assessors support apprentices effectively to develop a broad range of digital marketing knowledge and skills.

Curriculum and teaching

Expected standard ●

Leaders understand the quality of teaching that apprentices receive. They have taken effective action to improve achievement by closely monitoring progress. Most apprentices achieve or are on track to succeed in their apprenticeship.

Staff ensure apprentices gain confidence and fluency by planning the curriculum logically and coordinating with employers so that classroom-based lessons align with the workplace skills they need. This allows apprentices to build skills and knowledge securely.

Leaders have designed a curriculum that meets the digital marketing needs of local employers and is accessible for disadvantaged apprentices. Apprentices acquire a wide range of current knowledge and skills for their clients. When needs change, staff work effectively with employers to provide the necessary support. This helps disadvantaged apprentices progress alongside their peers. Apprentices with dyslexia are supported well and learn practical strategies such as structuring work and using online grammar tools.

Assessors use their expertise to teach apprentices effectively. Apprentices appreciate the varied teaching strategies, such as group work, individual tasks and discussions. They find lessons and activities stimulating, which aids their learning. Assessors use effective questioning to prepare apprentices for their final assessments. They help apprentices to reflect on what they learn and the progress they make, guiding them on their next steps.

Assessors teach relevant technical vocabulary, which apprentices confidently use at work and in their studies.

Participation and development

Expected standard 

Apprentices act professionally and respectfully in learning and at work. Staff set high behaviour expectations for apprentices. They support apprentices to develop knowledge about personal development topics outside the creative digital curriculum. Apprentices learn about equality, fundamental British values, physical health and the risks of radicalisation and extremist views. Apprentices feel safe at work and in training and know how to keep safe online.

Apprentices show a strong understanding of ethical values and the rule of law related to their jobs. They avoid making unsubstantiated claims in marketing materials and anonymise user data to meet marketing standards and data protection rules.

Leaders offer apprentices many opportunities to support their wider development. This includes industry webinars, national marketing conventions and events such as Pride. However, many apprentices do not take advantage of these opportunities.

Staff offer apprentices tailored careers guidance throughout their training. They teach apprentices how to search for roles in the industry and prepare for interviews. Leaders have not ensured that apprentices understand the different career pathways in the digital sector that may be available to them.

What it's like to be a learner and/or an apprentice at this provider

Learners and apprentices enjoy their studies. They attend regularly and have positive attitudes towards their learning and development. Adults and apprentices learn in professional environments that reflect the creative digital industry.

Learners benefit from ambitious and well-taught curriculums that help them develop new knowledge and skills. For example, learners on the digital design and media tools course start with basic skills and learn reconstruction and editing techniques to manipulate digital content.

Apprentices apply the new knowledge and skills they learn in lessons and in one-on-one time with tutors in their jobs effectively. Apprentices add value to the marketing businesses they work for. They use search engine optimisation techniques to enhance their clients' website profiles.

Learners and apprentices with barriers to learning, such as special educational needs and/or disabilities, receive tailored support to help reduce these barriers. Tutors and learning support assistants work together to help learners use digital applications that support them in lessons.

Most learners and apprentices complete their studies successfully. Those on the digital design and media tools course achieve very well, with many securing employment. However, fewer adult learners studying artificial intelligence and digital marketing get jobs at the end of their training.

Learners are well prepared for their next steps. Leaders provide business and networking sessions as part of careers education. Recruitment specialists meet with learners to discuss job opportunities, including freelance work. However, leaders do not ensure all apprentices understand the career pathways available to them.

Learners and apprentices feel safe and know who to report concerns to. They understand the risks of radicalisation and extremism.

Next steps

- Leaders should develop their staff's expertise to support learners with special educational needs and/or disabilities further.
 - Leaders should make sure apprentices know the broader options for career progression available to them in the digital sector.
 - Leaders should ensure outcomes are consistently high for learners and apprentices.
-

About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with learners, apprentices, the provider's CEO and managing director, managers and staff during the inspection.

The inspectors confirmed the following information about the provider:

Creative Process Digital Ltd is an independent training provider specialising in digital skills. Leaders offer apprenticeships and adult education programmes. Classroom-based teaching and training take place at the provider's two sites in Brighton.

At the time of inspection, the provider offered two apprenticeships and four Skills Bootcamp courses for adult learners, all in creative digital skills development. Thirty-three apprentices were studying the level 3 multi-channel marketer apprenticeship. The remaining apprentices were studying the level 3 content creator apprenticeship. There were 45 learners studying a Skills Bootcamp on creative cloud skills, 29 on digital marketing, 14 on artificial intelligence for business and 24 on the video skills course.

Managing Director: Jack Hiatt

Lead inspector:

Mark Care, His Majesty's Inspector

Team inspectors:

Joanna Walters, His Majesty's Inspector

Mark Hillman, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 18 November 2025

Number of learners

Total learners

149

Adult learning programmes

Apprenticeships

Percentage of learning aims successfully achieved

Adult learning programmes

Year	This provider	National average	Compared with national average
2023/24	78	87	Close to average
2022/23	81	87	Close to average
2021/22	85	86	Close to average

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	66	61	Close to average
2022/23	40	55	Below
2021/22	51	53	Close to average

Apprenticeships pass rate

Year	This provider	National average
2023/24	100	98
2022/23	100	97
2021/22	100	98

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 <https://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 2026



© Crown copyright