

Primed Talent 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.

Primed Talent Limited is an independent training provider based in central London. In addition to offering privately funded training, Primed Talent Limited started teaching Skills Bootcamps in July 2022. At the time of the monitoring visit, it offered digital Skills Bootcamps via contracts with the Department for Education, the North of Tyne Combined Authority and Devon County Council. At the time of the visit, all training was online. There were 55 learners in training.

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 vision for their Skills Bootcamps offer: to teach learners without a technical background, or who have been out of the technical sector for a while, up-to-date digital skills in cloud computing. They teach the skills that learners need to work in first- and second-line support roles for cloud-based systems, which are in demand in the sector. Leaders focus on helping groups under-represented in the technology sector, such as women.

Leaders work closely with employers and industry bodies to design their curriculum. They teach learners about different software tools at the request of employers. Leaders and managers include optional training on programming languages and hosting platforms. Learners really appreciate learning additional knowledge that increases their employment opportunities.

Leaders employ highly skilful trainers, many of whom work in industry. Leaders provide them with a range of useful courses to keep their technical knowledge current. Consequently, trainers teach learners essential professional knowledge and skills that employers value.

Leaders and managers appropriately check the quality of their training. They frequently visit lessons and closely monitor learners' progress. Trainers use feedback from learners to adapt their teaching effectively. For example, based on learner

feedback, trainers teach complex concepts in depth over a longer period of time before moving on to new topics. As a result, trainers teach learners effectively.

Leaders have recently made suitable governance arrangements to provide them with appropriate support and scrutiny. Leaders know the key strengths of their provision and areas they need to improve. For example, they rightly recognise that they need to provide more interviews and job opportunities for learners.

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

Trainers skilfully use clear explanations, presentations and step-by-step demonstrations to teach up-to-date digital concepts related to cloud-based applications. For example, trainers demonstrate how to manage different incidents in the cloud effectively, such as actions to take when user numbers increase on websites or how to change static websites to dynamic websites. Consequently, learners gain in-depth knowledge of cloud systems.

Learners quickly use their new knowledge to create new cloud environments early on in their course. They learn about different cloud computing functions, such as online shopping, and how to rectify common server errors. Learners gradually improve their knowledge and skills through the course. Those who get jobs successfully apply what they learned on their courses.

Trainers provide useful instructions and written guidance to help learners complete practical tasks, working through real-life examples in a virtual laboratory. They use questions well to check learners understand what they are taught. Trainers revisit content when any learners are not clear, before moving on to new topics. As a result, learners remember how to approach and resolve problems.

Trainers set learners mock assessments with exam-style questions, which prepares them well for the assessment at the end of the course. Learners value the useful feedback that trainers give them that helps them to improve their knowledge and skills.

Staff teach helpful employability skills as part of their courses. Learners find employability sessions particularly useful to develop CVs that are relevant to the cloud computing industry. They learn how to present themselves at interviews, as well as how to use online networks to raise their profile. However, too many learners do not stay on their programmes and too few gain employment.

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

Leaders have trained staff to create a supportive environment and keep adult learners safe. Managers have clear policies and reporting procedures in place to escalate any concerns. Learners know whom to contact if they are worried about their safety or well-being. They feel safe in their online lessons.

Trainers teach learners thoroughly about cybersecurity threats as part of the curriculum. Therefore, learners are aware of the security risks to businesses or when working online as an employee. However, leaders and managers do not make sure that learners have a clear understanding of the risks of radicalisation or extremism in their personal lives.

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