Inspection report

Organisation name	School of Coding and AI
Inspection date	31 March –1 April 2025, 7 October 2025

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	N/a

Recommendation
We recommend accreditation with a spot check in the first 18 months. However, evidence must be submitted within three months to demonstrate that weaknesses in P1 have been addressed.

Summary statement

The British Council inspected and accredited School of Coding and AI in Birmingham in April 2025 and October 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this institute of higher education offers courses in general English for adults (18+).

The inspection report stated that the organisation met the standards of the Scheme.

Introduction

School of Coding and AI, in partnership with the University of Wolverhampton, is located in central Birmingham. While the original School of Coding was founded in 2017, the newly branded college officially opened in January 2025.

The college's primary objective is to equip students with knowledge, skills, and confidence necessary for the business, technological and economic landscape. It aims to provide a high-quality education that blends academic theory with practical application, preparing students for professional success. The college offers a range of courses, including BA (Hons) Business Management with Foundation Year, BSc (Hons) Computer Science with Foundation Year, and BSc (Hons) Health and Social Care with Foundation Year (from May). Accreditation applies to the language support components of these programmes. The students are primarily mature learners, most of whom have settled in the UK. All students' fees are fully funded by the government, and all students are aged 18 and over.

This initial inspection took place over one and a half days and was carried out by two inspectors. The inspectors had meetings with the chief executive officer, director of education and quality (DEQ), compliance manager, human resources manager, head of marketing, centre manager, head of enrolments and student support, English

department lead, the designated safeguarding lead and one teacher. A focus group meeting was held with students. Teaching was not observed because English language classroom teaching had not started at the time of the inspection, although initial assessments were taking place. A full inspection had been planned, but it became apparent during the visit that students had not fully started their English language learning programme, and some aspects of provision were at a point where they could not be fully or fairly assessed.

The supplementary inspection took place over one day and was carried out by two inspectors. The inspectors had meetings with the DEQ, centre manager, IELTS lead, and the head of marketing. A focus group meeting was held with a group of students. The IELTS lead was also observed teaching by both inspectors.

There is no leisure programme, and no accommodation is offered.

Address of main site

Livery Place, 35 Livery Street, Birmingham B3 2PB

Description of sites visited

School of Coding and AI operates on two floors of a five-storey building located in central Birmingham. The lower floor features a reception area, an open learning zone, a large lecture hall and a library. The upper floor houses a range of classrooms of varying sizes. Seating areas are available for study or group discussions, alongside kitchen facilities for breaks and social gatherings and an IT suite with computer workstations. There are separate male and female toilets located on each level. The upper floor also has several offices for admissions, finance, and academic support teams, as well as a dedicated staff room and board room for meetings and collaborative planning.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☒	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

The provider offers English language support to its students in the form of IELTS courses which are offered as an option and are not compulsory. Students attend two hours of IELTS practice per week.

Management profile

The college is run on a day-to-day basis by the DEQ who reports to the board of directors. There are central human resources, finance and marketing managers who support the DEQ. Additional support is provided by the centre manager who manages the premises, the compliance officer, and the course content creator. The English language programme is co-ordinated by the IELTS lead who reports to the DEQ.

Accommodation profile

No accommodation is offered.

Summary of inspection findings

Management
The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values. There was some required information missing from publicity, but this was amended during the inspection and is no longer a point to be addressed.. The structure of the organisation is established, communication is good, and student administration is carried out efficiently and effectively.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation, although a full premises risk assessment has not yet been carried out. The range of supplementary material available to teachers is insufficient.

Teaching and learning

The provision meets the section standard. The profile of the academic team is suitable, and academic management systems are mostly effective. Course design is based on stated principles, although the full syllabus is still being developed. Academic support for learners is very good. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The provision meets the needs of the students for pastoral care and information. Students receive excellent support from the whole team.

Safeguarding under 18s

No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance

Sampling of documentation revealed issues in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
Comments	

M1 There is a clear statement describing the goals and values of the organisation. The statement is effectively shared with stakeholders and is integral to the working of the organisation.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	

All criteria in this area are fully met.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives and provide good levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	
All criteria in this area are fully met.	

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M26 Publicity gives an accurate description of any accommodation offered.	N/a
M27 Descriptions of staff qualifications are accurate.	N/a
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
M23 There was some required information missing from course descriptions, but this was added during the inspection and is no longer a point to be addressed.	

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Not met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P1 At the time of the inspection, a premises risk assessment covering all areas used by the school was not in place. P2 The premises are in a very good state of repair, newly decorated and provide an extremely comfortable environment for students and staff. The décor is attractive and is in keeping with the college's brand. P3 Classrooms are spacious, sound proofed, have good natural light and flexible furniture to adjust to suit different group sizes.	

P5 Although good use is made of electronic displays for the provision of general information, wayfinding signage indicating the location of classrooms, toilets, and common rooms is minimal.

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	

P8 The range of supplementary resources available for teachers is very limited.
P9 The provision of educational technology is very good. Classrooms are equipped with large screens, and laptops for student use. Headphones are also available. Technology is well maintained and used regularly, with confidence.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the college's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Not met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	

T5 Procedures relating to planned or unplanned teacher absence are unsatisfactory.
T9 The IELTS lead has not yet been observed by an appropriately qualified manager.

Course design and implementation	Met

T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 Although a course overview document has been produced, the weekly syllabi have not yet been fully devised.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T15 Although the IELTS lead conducts his own assessment of all students, it was not possible during the inspection to view the English language test, which forms part of the application process.
T18 All students on the English language course are studying IELTS in order to progress to mainstream education, so the school is very well placed to offer support and guidance.

Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	IELTS
Comments	

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 The language used for explanation and exemplification was appropriate to the students' level. The examples and explanations used were relevant, concise and memorable.

T20 All students were studying IELTS to support their further education studies, so the content of lessons is based on their shared needs.

T21 Lesson outcomes were shared with students and discussed at the beginning of lessons, although the language used was not always accessible.

T22 In general, the techniques employed were appropriate to the course context. This included elicitation, nomination, and clear instructions. Opportunities to check students' understanding of new language were sometimes missed.

T23 Classroom spaces and resources were managed effectively to support learning. Technology was used to good effect,

T24 On-the-spot error correction techniques were used effectively, and praise was appropriate.

T25 Lessons included short checking stages and were building towards a productive task to evaluate students' understanding of lesson content.

T26 A calm and positive learning atmosphere was seen in all segments, and all students were engaged with their learning.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	N/a
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
W2 The level of pastoral care is very good and very much appreciated by the students. All staff are committed to providing the support and advice appropriate to the particular needs and living conditions of the students.	

Accommodation (W7–W18 as applicable)	N/a
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a
Comments	
No accommodation is offered.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	

None.

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	N/a
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	N/a
W20 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W21 Any leisure programmes are well organised and sufficiently resourced.	N/a
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	N/a
Comments	
All the enrolled students are local and no leisure programme is currently offered.	

Declaration of legal and regulatory compliance
D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.
The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.
On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.
Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.
Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.
Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.
Comments
D1 Sampling identified the following issues: the provider had not obtained licenses to share digital copies of course materials, and photocopying of printed material was done without a CLA license; the school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	17 March 2025
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	7 October 2025
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	BA (Hons) Business Management, BSc (Hons) Computer Science and BSc (Hons) Health & Social Care all with a foundation year for non-standard students (University of Wolverhampton)

	HNC and HND qualification in Healthcare Practice, Computing and Business (Pearson in India)
	Alternative Provision
	Courses to adults and young people at risk of NEET
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	University of Wolverhampton
	Pearson in India
	School of Coding and AI Wolverhampton.

Private sector

Date of foundation	2017
Ownership	Name of company: School of Coding & AI Company number: 10808021
Other accreditation/inspection	Ofsted

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	Head office and Alternative Education Provision: 8–8b Newton Court, Pendeford Business Park, Wolverhampton WV9 5HB
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	March January
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	460	1493
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**460**	**1493**
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–60	18–60
Adult programmes: typical length of stay	4 years	4 years
Adult programmes: predominant nationalities	Romanian, Czech, Ukrainian, Slovakian (Romanian, Indian, Pakistani, Polish)	Romanian, Czech, Ukrainian, Slovakian (Romanian, Indian, Pakistani, Polish)

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	0	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	10	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	1
Comments	
None.	

None.
The academic manager was teaching 12 hours during the week of the inspection and will normally teach 30 hours.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	493	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	124	0
Overall total adults + under 18s	1493	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1 have been addressed.