

# Inspection of Genii Engineering & Technology Training Limited

Inspection dates:

21 and 24 March 2022

## Overall effectiveness

## Requires improvement

The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Education programmes for young people	<b>Requires improvement</b>
Adult learning programmes	<b>Requires improvement</b>
Apprenticeships	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Outstanding

## Information about this provider

Genii Engineering and Technology Training Ltd (Genii) is based in West Cumbria and was established in June 2000 by five international companies, AMEC, BNFL (now Sellafield Ltd), CORUS (now TATA), Iggesund Paperboard and UCB Films (now Innovia Films). It provides training for its founding companies, as well as for the wider Cumbrian business community. It is now a wholly owned subsidiary of the City and Guilds of London Institute.

At the time of the inspection, there were 1,265 apprentices studying levels 2 to 6 apprenticeship standards, including a small number of apprentices who are on legacy apprenticeship frameworks. The large majority of apprentices study at levels 2 and 3. The remainder study at levels 4 to 6. There were 18 learners on education programmes for young people. The majority of these study level 2 engineering. There were 11 adults on level 2 traineeship programmes studying teaching assistant and business administration specialisms.

## **What is it like to be a learner with this provider?**

Too many learners and apprentices say that they are dissatisfied with their training. Half of the young people on access to apprenticeship programmes told inspectors that they feel their course was disorganised. They do not know when they will complete the work experience part of the programme, know what progress they are making or if they are on target to achieve their qualification on time.

A small minority of apprentices feel that their courses have not been planned effectively. They are not happy with frequent changes of teachers on a few apprenticeship programmes. Apprentices who know they are behind in their learning, say their tutors have not provided them with the support that they need to help them to catch up.

The large majority of learners and apprentices demonstrate positive attitudes to their learning. They are respectful to each other, staff and work colleagues. Most value the well-being and personal development support they receive from staff. As a result, they improve their mental health and develop confidence and self-esteem throughout their programmes.

The large majority of young people who attend access to apprenticeship courses develop vital work behaviours, such as time management, as well as vocationally relevant knowledge and skills. Level 2 engineering learners learn important engineering hand skills such as filing, drilling, hammering and measuring. They practise and hone their skills in the workshop. This helps most learners to successfully complete their courses and move into relevant apprenticeships.

Most adult learners on traineeship courses learn valuable job application and interview skills. This helps them to be successful in the job market. Level 2 teaching assistants learn about children's social, emotional and physical development. They apply this in their work placements at local schools. Most adult traineeship learners fulfil their goals to gain an apprenticeship.

The large majority of apprentices improve the knowledge, skills and behaviours they need to be successful at work. For example, level 3 maintenance and operations engineering technicians first learn how to carry out engineering activities efficiently and effectively. They then learn more complex tasks such as identifying and rectifying faults in equipment at work. Most apprentices gain promotion or move into further learning.

Attendance is high for most apprentices and adult learners. However, attendance is too low for young people on access to apprenticeship courses.

Not all learners and apprentices receive effective advice and guidance that helps them to understand the wider career opportunities available to them.

## **What does the provider do well and what does it need to do better?**

Senior leaders have a clear strategy to meet the skills requirements of the employers they serve and those needed in the region. They have designed a curriculum that allows most learners and apprentices to progressively develop new knowledge, skills and behaviours. However, leaders and managers have not ensured that all learners and apprentices receive consistently high-quality training. This is because leaders do not have sufficient oversight of the quality of education for most learning programmes.

Staff have the appropriate skills and experience to carry out their roles. Teachers and assessors receive industry updates through their professional memberships. They receive training to update their knowledge. For example, electrical engineering teachers attend wiring regulations courses and training on how to maintain electric cars. However, leaders do not focus enough on the development of teachers' teaching skills. This means that teachers do not know what they need to do to improve their teaching in order to provide learners and apprentices with a high-quality learning experience.

Senior leaders and managers do not have sufficient oversight of the progress that learners and apprentices make. This is because in the large majority of cases, the information on the e-portfolio system is inaccurate and leaders do not have any other systems in place to monitor apprentices' progress.

Leaders do not ensure that effective assessments are completed at the start of the programme in order to identify what learners and apprentices know and what they need to learn. As a result, learners and apprentices, including those with additional learning needs, follow a generic curriculum that is not sufficiently individualised to meet their specific needs. This results in too many learners and apprentices not reaching their full potential.

Assessors do not sufficiently plan and coordinate on- and off-the job training for apprentices. They do not routinely plan the development of apprentices' skills in the workplace with the employer. As a result, most employers do not know what they need to do to help apprentices improve, practise and master their knowledge, skills and behaviours throughout their apprenticeship. A small minority of employers say that apprentices' training is not of a high enough standard. They feel that courses are disorganised, and that staff communication and administration of the course is poor.

The quality of feedback that teachers and assessors provide to learners and apprentices is mostly effective. Level 4 commercial procurement apprentices receive helpful feedback that tells them what they have done well and what they need to do to improve their work. This helps most apprentices and learners to improve their work over time.

A significant minority of apprentices benefit from completing additional training. For example, level 3 maintenance and operations engineering technicians complete hydraulics and pneumatics, abrasive wheels and the Institute of Occupational Safety and Health working safely training. Level 3 teaching assistants complete first aid qualifications. Level 2 nuclear operatives complete the award for nuclear industry awareness. This extends apprentices' knowledge beyond the minimum requirements of the apprenticeship standard or framework and meets the exacting needs of their employers' businesses.

Most learners and apprentices develop their English and mathematical skills as a result of their courses. For example, adult learners on traineeships courses write well-constructed and professional emails. Level 6 nuclear scientist apprentices use their mathematical skills at work to accurately establish the stability of a plant system. The large majority of apprentices pass their functional skills English and mathematics examinations.

Leaders very recently restructured the management team. Their focus is on improving oversight and quality of the provision. For example, tutors who teach on the level 3 teaching assistant apprenticeship have recently improved the process for collecting apprentices' starting points. As a result of these changes, apprentices now receive a curriculum that meets their individual needs.

Governance arrangements are not effective. Leaders are not held to account for the quality of education they provide. The board's focus has been primarily on finance as opposed to improving the quality of education for learners and apprentices. Leaders have recently put in place a new governance board. At the time of inspection, the board had met once.

## **Safeguarding**

The arrangements for safeguarding are effective.

Learners and apprentices feel safe. They know who to report any safeguarding concerns to. Learners and apprentices receive training on relevant local issues such as knife crime. Apprentices working in the engineering and nuclear industries carefully follow strict health and safety practices. As a result, they keep themselves and others safe.

Leaders and managers have put in place appropriate policies and processes to ensure that staff know how to keep learners and apprentices safe. They ensure that all staff are appropriately trained. The safeguarding lead and deputy have the appropriate experience and training to carry out their roles effectively.

## **What does the provider need to do to improve?**

- Leaders should improve the planning and coordination of on- and off-the-job training with employers so that apprentices can practise, improve and master their knowledge, skills and behaviours at work.
- Senior leaders should improve their oversight of the quality of education across their provision so that actions are put in place to rapidly improve the quality of learners' and apprentices' training.
- Leaders should ensure that all staff receive appropriate training and subsequent support to enable them to successfully provide consistent and effective feedback to learners and apprentices so that they know what they have done well and what they need to do to improve their work.
- Leaders and managers should ensure that their careers guidance helps learners and apprentices to understand the full range of next steps and career options available to them.
- Leaders should continue to rapidly improve the governance arrangements to ensure they are held to account for the quality of learners' and apprentices' education.

## **Provider details**

<b>Unique reference number</b>	51952
<b>Address</b>	Blackwood Road Lillyhall Industrial Estate Workington Cumbria CA14 4JJ
<b>Contact number</b>	01900 701300
<b>Website</b>	<a href="http://www.Gen2.ac.uk">www.Gen2.ac.uk</a>
<b>Managing Director</b>	Amanda Towers
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	25 February 2011
<b>Main subcontractors</b>	The Lakes College Aspire Procurement Training Ltd

## Information about this inspection

The inspection team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

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