

Inspection of Gloucestershire Engineering Training Limited

Inspection dates:

20 to 23 June 2023

Overall effectiveness

Good

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

Information about this provider

Gloucestershire Engineering Training Ltd (GET) is an independent training provider. GET trains apprentices in mechanical, electrical and maintenance engineering and welding and fabrication. GET provides training at levels 2 to 4 at both its specialist training centre in Gloucester and in the apprentice's workplace.

At the time of the inspection, 314 apprentices were studying seven apprenticeship standards. The largest programme is the level 3 engineering technician standard: 232 apprentices study four pathways, including machinist and technical support technician. Fifty apprentices study the level 3 maintenance and operation engineering technician or the level 2 engineering operative programme. Most apprentices were aged between 19 and 24. Fifty-eight apprentices were aged 16 to 18, and the remainder were age 25 plus.

GET does not work with any subcontractors.

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

Most apprentices develop significant new knowledge, skills and behaviours. This is because of the high-quality teaching they receive from GET staff. Staff work closely with employers to ensure that apprentices get helpful support and any off-the-job training they need. As a result, apprentices develop the skills and behaviours they need to become effective employees and qualified engineers.

Apprentices take part in learning in well-resourced and specialist environments. Tutors and instructors teach apprentices to interact positively with other trainees and staff. For example, apprentices work successfully in groups, and they perform well when conducting peer-to-peer problem-solving tasks. As a result, apprentices develop valuable teamwork skills and become better organised.

Most apprentices appreciate the skills they learn on their apprenticeship and develop their interests in a wide variety of engineering activities and specialisms. They take part in well-structured workplace rotations, which broadens and stimulates their interests in areas such as quality control and research and development. As a result, apprentices are motivated to learn more and explore new opportunities at work.

Tutors and instructors enforce health and safety practices when teaching the curriculum. As a result, apprentices develop a robust understanding of the importance of following health and safety rules. From the start of their training, apprentices quickly learn how to complete risk assessments. Staff continue to reinforce this learning throughout the apprenticeship. Consequently, apprentices have a deep understanding of this component of their programme and the part they play in keeping themselves and others safe.

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

Leaders and managers have developed well-designed and appropriately planned apprenticeship programmes. For example, at the start of the programme, apprentices develop foundation skills around measuring, marking out, cutting, filing and deburring metal. Apprentices also use traditional lathes and milling machines to develop further their foundation skills prior to using more complex systems, such as computer numerically controlled machines. As a result, most apprentices develop a deep understanding of engineering and make at least the expected progress.

Tutors and instructors are highly qualified and are very experienced in their specialist subjects. Most undertake professional development activities, such as attending engineering conferences and trade shows. As a result, staff teach apprentices up-to-date technical content and knowledge. However, leaders and managers do not provide staff with enough development to continually improve their teaching. As a result, in a minority of instances, tutors and instructors are not able to adjust their practice to meet the needs of their apprentices and/or use the most effective teaching methods.

Tutors and instructors provide effective assistance to those apprentices who are not confident with their English skills. Staff direct apprentices struggling with their writing, reading and/or spelling to use adaptive technologies, such as the dictation function in the online word processor. As a result, apprentices who use this technology make the same progress as their peers.

Leaders and managers make sure that those apprentices who need extra support are quickly identified. At the time of the inspection, there were no apprentices with special educational needs and/or disabilities. The small minority of apprentices who need additional help receive useful support, such as extra time to complete assignments. As a result, there are no gaps in apprentices' achievements, and they achieve in line with their peers.

Functional skills tutors provide apprentices with very effective teaching sessions. Apprentices attend additional English and mathematics sessions, which helps them to gain these qualifications early in their apprenticeship. At the time of the inspection, all apprentices who had taken the functional skills tests had passed, with over four fifths passing on the first attempt.

Staff successfully model for apprentices the behaviours and attitudes that are required in the workplace. For example, staff insist that mobile telephones are not used by apprentices during teaching and training sessions. Apprentices are not distracted and are able to concentrate on their individual and team tasks. Staff encourage apprentices to reflect on the content and quality of their work and identify improvements. As a result, apprentices replicate this behavior and practice when at work with their employer.

GET staff have developed very strong working relations with employers. These close connections help to inform the content of the apprenticeships and reinforce apprentices' professional work practices. Staff rigorously monitor apprentices' attendance and punctuality at training, and they inform employers promptly if there are any issues. As a result, most apprentices turn up to training on time and ready to start work.

Staff check effectively on apprentices' health and well-being in the training centre and the workplace. They check that apprentices are safe and not subject to behaviours such as bullying or discrimination. Apprentices value the additional talks they receive from staff on topics including the harmful effects of gambling, drugs and alcohol. Staff also support apprentices well in maintaining good mental health. Many staff are trained mental health first aiders. As a result, apprentices have a good awareness of mental health issues and feel confident to ask staff for advice or help.

Tutors and instructors plan effective training which prepares most apprentices thoroughly for all their exams. They frequently arrange additional coaching sessions, offering support for apprentices who are approaching the end of their apprenticeship. As a result of these extra support sessions and the overall good quality

of training they receive, a high proportion of apprentices successfully achieve their apprenticeship in the allocated timeframe.

In a minority of instances, leaders and managers do not ensure that staff consider fully the knowledge and skills apprentices have when they start the apprenticeship, nor do they review effectively the progress they make over time. For these few apprentices, training is not sufficiently planned and adjusted to consider what they already know and can do. Staff conducting the progress reviews with these apprentices do not make sure that they have high-quality targets in place to help them make timely progress. Too often, targets are not set or are too general to help apprentices develop additional new skills and knowledge. As a result, these apprentices are not clear about what actions they need to take to make sure they make good progress over time.

GET staff ensure that most apprentices receive appropriate and proportionate careers information, advice and guidance. Most apprentices take part in valuable informal discussions with their employer and provider staff about future employment options, additional and higher-level qualifications, or their next steps in training. However, managers have recognised, rightly, the need to improve the structured, impartial careers guidance so that all apprentices receive impartial, high-quality and helpful advice and guidance during their training.

Most apprentices are aware of the risks and dangers associated with radicalisation and extremist views. They deepen their knowledge of these topics through open discussions that take place with GET staff during weekly themed sessions. Apprentices value the informative talks on safeguarding, personal finance, the risks of walking alone, equality, diversity and inclusion, the use of gender-neutral language and the protected characteristics. As a result, most apprentices are prepared well for life in modern Britain.

Leaders and managers have established useful quality assurance processes. However, not all processes help to reinforce the continuous improvement of the apprentice's training experience. For example, quality improvement plans do not focus enough on the quality of the education and training that apprentices receive. As a result, leaders and managers are not always able to make well-informed decisions on how to continually improve the provision or identify appropriate professional development for staff.

Governors have a suitable range of experience, skills and knowledge, which they use well to help them to scrutinise leaders' performance. Leaders provide governors with useful information which, in most instances, allows them to hold leaders to account. In addition to bi-monthly board meetings with leaders, governors hold one-to-one meetings with the CEO of GET. Governors use the information gained from these discussions effectively to challenge leaders on planned developments and improvement priorities. However, board papers provided by leaders and managers do not include sufficient detail on quality of education to ensure that governors have a detailed knowledge of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers meet their statutory requirements. They employ staff using safer recruitment arrangements. The designated safeguarding lead is appropriately trained and knowledgeable. Safeguarding concerns, including the actions taken by staff to address any concerns, are appropriately managed and recorded clearly.

Apprentices feel safe. They are comfortable raising any safeguarding concerns at the training centre or at work. They know who they would talk to if they had concerns. Most apprentices are confident that staff would take their concerns seriously and would deal with them quickly and sensitively.

What does the provider need to do to improve?

- Use all available information on the skills and knowledge of apprentices, when they first start the apprenticeship, to plan their learning.
- Ensure all apprentices receive high-quality and impartial careers information and guidance.
- Make sure leaders' and managers' quality assurance processes focus on the improvement of the quality of education and training.
- Ensure that all staff receive the professional development they need to continually improve their teaching practice.
- Make sure that all apprentices receive high-quality, developmental targets.

Provider details

Unique reference number	50129
Address	Unit 2-7 Barnwood Point Corinium Avenue Gloucester GL4 3HX
Contact number	01452 423461
Website	http://www.get-trained.org/
Principal, CEO or equivalent	Warren Thomas
Provider type	Independent training provider
Date of previous inspection	4 to 7 October 2016
Main subcontractors	N/A

Information about this inspection

The inspection team was assisted by the CEO, 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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