

Inspection of Siemens Public Limited Company

Inspection dates:

4 to 7 July 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Outstanding

Information about this provider

Siemens Public Limited Company (Plc) employs approximately 2,500 people. Siemens Plc consists of two main divisions, Digital Industries and Smart Infrastructure, along with several smaller businesses and support functions.

At the time of the inspection, Siemens Plc was delivering one apprenticeship standard. There were 67 adult apprentices studying on the level 6 apprenticeship in controls technical support engineer. As part of the apprenticeship, Siemens Plc partners with Tameside College to teach the higher national diploma (HND) and with the University of Salford to teach the BEng Degree.

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

Apprentices value the knowledge, skills and behaviours they are developing. Apprentices are supported effectively by Siemens staff and benefit from learning in an inspiring, professional and highly technological learning environment. Consequently, apprentices participate well in their learning, are punctual and have high attendance.

Apprentices are supported to develop their character by participating positively in wider society. They participate in volunteering, community and charity events that are aligned to their employers' corporate social responsibilities. Apprentices mentor lower-level engineering learners at college and have developed and delivered a five-day careers and work experience in engineering programme for local sixth-form students. Consequently, apprentices inspire and have a positive impact on others.

Apprentices are utilising and applying their learning in overcoming real industrial challenges effectively. They solve problems such as designing a program to improve the reliability of industrial fans that cool drive components. Apprentices were challenged and succeeded in producing a functioning prototype that reduces the time needed to calibrate needle-valve assemblies essential in the emergency production of ventilators required by the National Health Service during the COVID-19 pandemic. As a result, apprentices grow in confidence, developing independent thinking, problem-solving and teamworking skills.

Apprentices exhibit exceptional behaviours and attitudes to their learning. They demonstrate persistence and resilience in the face of difficulties, such as not letting a dissatisfying learning experience affect their overall achievements. Many apprentices achieve distinctions in their HND and first-class honours at degree level. However, these outcomes do not always translate to high grades at the apprenticeship end-point assessment.

Apprentices feel safe and are safe. Apprentices focus strongly on health and safety at work and in off-the-job training through direct checks and many online learning courses. These include personal safety and mental health and well-being. Apprentices are confident that staff will act swiftly and take appropriate action to deal with any concern they may have.

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

Leaders and managers have a clear rationale for delivering the level 6 apprenticeship in controls technical support engineer. The apprenticeship supports leaders to meet the requirements for highly skilled professionals in Siemens and at their customers as part of the overall support package they provide. The apprenticeship is held in high regard and many individuals aspire to be accepted on the programme.

Leaders sequence learning appropriately and logically to enable apprentices to build their knowledge and skills over time. For example, apprentices complete performing engineering operations units at the start of the apprenticeship to develop an understanding of the use of hand tools, health and safety and an appreciation of the basics of engineering. Apprentices develop skills in wiring and testing before moving on to motors and more advanced technologies. Apprentices are gaining a wide set of skills, which they apply effectively in the workplace.

Lecturers, trainers and coaches prepare apprentices successfully to have the technical engineering skills required in the workplace. Leaders have linked off-the-job and on-the-job activities effectively. Lecturers and trainers provide effective feedback that helps apprentices improve and use technical and industry-related language confidently. Apprentices make good progress and complete work to a high standard.

Leaders promote a highly inclusive learning environment. They raise apprentices' awareness of equality, diversity and inclusion through a range of training, which is revisited in progress review meetings with a focus on how apprentices apply this to their workplace environments. Female apprentices give talks to local schools and at careers events to encourage more girls to apply for an apprenticeship and work in engineering. Apprentices are active in joining employee networks such as LGBTQ+ and racial minority groups. The training provider and the apprentices' employers promote equality of opportunity effectively.

Leaders work effectively with employers throughout the apprenticeship to ensure apprentices are gaining the skills needed in the workplace. Employers understand the progress that apprentices are making and how to support them effectively in the workplace. Leaders are responsive to employers' needs, introducing manufacturing modules and additional practical elements such as pneumatics, hydraulics and computer-aided design following employers' feedback. Employers value the training that apprentices receive and use in the workplace. Almost all apprentices sustain employment on completion of the apprenticeship, with a few progressing to more senior roles.

Apprentices are ambitious and highly motivated to meet the high expectations the provider and their employers have of them. Leaders and employers celebrate apprentices' success and achievements, such as recognition for high academic performance, at awards events. Leaders support and encourage apprentices to participate in skills competitions. Two apprentices achieved silver in the mechatronics category at the national finals of WorldSkills UK. Apprentices enjoy the wider learning experiences and the recognition they receive for the skills they are developing.

Governors are highly skilled and very knowledgeable about the apprenticeship sector. They challenge leaders effectively to take the steps they need to improve quickly. Governors meet frequently and ensure that leaders fulfil their legal duties and responsibilities.

Leaders have not implemented comprehensive professional development for all staff. Leaders have high expectations of the level of innovative engineering knowledge and expertise that staff access, providing staff with a range of effective opportunities to develop these vocational, technical and professional skills. Leaders do not routinely support teachers to develop their teaching, learning and assessment abilities.

Leaders are not fully aware of all teachers' strengths and weaknesses. Leaders and managers have not routinely monitored the quality of all teaching, learning and assessment. Leaders recognised this and have begun to implement appropriate quality assurance processes. These plans are not yet fully established, so it is too early to see the full impact of these developments.

Too many apprentices do not benefit from consistently good-quality teaching at the partner college. Leaders recognise that the quality of this education is at times not to the expected standard. Leaders work closely with partner organisations to improve the quality of provision through regular meetings with senior staff, discussing and agreeing targets for improvement. Too many apprentices report not always enjoying this element of their learning.

Apprentices do not systematically benefit from a programme of careers information, advice and guidance throughout the apprenticeship. Apprentices are supported to achieve professional registration status with engineering trade bodies to support their future career. Leaders have not ensured that apprentices are sufficiently aware of how they can use their highly sought-after skills to access a wider range of career opportunities open to them on completion of the apprenticeship.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place a high priority on safeguarding. They have appropriate safeguarding and 'Prevent' duty processes and procedures in place. Leaders follow safer recruitment processes. They rightly ensure all staff are appropriately trained in safeguarding and the 'Prevent' duty to recognise any apprentices who may be at risk of harm and how to report any concerns.

Leaders give high regard to apprentices' well-being throughout the apprenticeship. Apprentices are taught to keep themselves and others safe in the workplace, about wider risks in society and how to keep themselves safe online. The apprentices are aware of who to contact if they need to raise any concerns. Leaders do not routinely check health and safety processes, practices and standards at all the apprentices' workplaces at the start of their apprenticeship. However, this is monitored as a part of the apprentices' progress reviews.

What does the provider need to do to improve?

- Leaders should ensure consistently high standards of teaching across all elements of the curriculum.
- Leaders should have thorough oversight of the quality of teaching, learning and assessment at Siemens Plc and across the partner organisations.
- Leaders should provide appropriate training for staff to ensure they continually develop their teaching, learning and assessment abilities.
- Leaders should ensure that apprentices receive careers advice and guidance throughout the apprenticeship so apprentices understand the wide range of career progression opportunities available to them at the end of their programme.

Provider details

Unique reference number	58736
Address	Pinehurst 2 Pinehurst Road Farnborough GU14 7BF
Contact number	07808827324
Website	www.siemens.com
Principal, CEO or equivalent	Carl Ennis
Provider type	Independent learning provider
Dates of previous inspection	16 to 19 August 2016
Main subcontractors	Tameside College University of Salford

Information about this inspection

The inspection team was assisted by the quality assurance manager, 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

Richard Kirkham, lead inspector	His Majesty's Inspector
Bev Barlow	Ofsted Inspector
Jaswant Mann	Ofsted Inspector
Jo-Ann Henderson	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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