

Inspection of Geoseis Consultant Limited

Inspection dates:

7 to 9 November 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Apprenticeships

Inadequate

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Geoseis Consultant Limited started providing apprenticeship training in the adult care sector in April 2020. They specialise in adult care apprenticeships. At the time of the visit, there were 55 apprentices on apprenticeships. There were 24 apprentices on level 2 adult care worker, 13 on level 3 lead adult care worker, four on level 4 lead practitioner in adult care and 12 on level 5 leader in adult care. Nearly all apprentices were employed in the Midlands region. Training was provided individually and included both remote and face-to-face delivery. All apprentices were over the age of 18.

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

Too many apprentices do not receive their full entitlement to off-the-job training. Most are required to learn in their own time and are not supported by their employer. This means that apprentices make slow progress on their apprenticeship and do not achieve on time.

Level 2 apprentices do not always receive their training in a calm learning environment. Too often, apprentices learn in noisy workplaces, or through online meetings with no practical opportunities. This means they do not learn the knowledge and skills that they require.

Tutors do not provide sufficient training sessions to allow apprentices to develop the knowledge, skills and behaviours needed to achieve their apprenticeship. Too often, tutors and apprentices cancel appointments at short notice. A few apprentices are frustrated by constant changes in tutors which has slowed their progress.

Most apprentices feel they can contact their tutor if they need help throughout their apprenticeship. Despite this, a few level 2 apprentices say they lack the confidence to undertake the end-point assessment as tutors do not prepare them early enough for what is involved in their final assessments.

Apprentices feel safe and know what to do if they have any concerns for their own safety. They appreciate the inclusive environment that tutors create. Tutors encourage discussions with apprentices about a range of cultures and their annual celebrations. For example, apprentices use their understanding of the nature and importance of Diwali to improve their relationships with some service users at work.

Apprentices have little understanding of the dangers of radicalisation and extremist behaviour. Despite being informed at induction, they cannot remember how to recognise the signs of extremism such as changes in a colleague's behaviour at work. They are not aware of the potential risks to their safety in the areas in which they live and work.

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

Leaders have not ensured that the principles and requirements of an apprenticeship are met.

At the time of the inspection, the director had reduced the size of permanent staff at the provider compared to those employed at the previous monitoring visit. The remaining managers and team members do not have the knowledge or skills to manage, monitor and improve the quality of training that apprentices receive.

Leaders have not resolved the issues identified at the previous monitoring visit. The few tutors that remain do not have the time or skills to provide effective training to apprentices enrolled at the provider. As a result, too many apprentices do not receive timely and regular reviews of their progress, receive a poor standard of training and make slow progress on their apprenticeship.

Leaders do not benefit from any external independent oversight. Leaders do not systematically review and evaluate achievement, retention and attendance data. They do not formally monitor the progress that apprentices make, identify apprentices who are making slow progress or implement any actions to support them to catch up.

Leaders' oversight of the quality of education is not fit for purpose. Their assessment of the quality of education that apprentices receive is too positive and does not identify the many weaknesses at the provider. Leaders have not taken sufficient action to improve the quality of training that apprentices receive.

Leaders do not ensure that the basic requirements of an apprenticeship are promoted to and implemented by employers. Employers do not provide apprentices with their entitlement to off-the-job training. Too many employers are only interested in their apprentices achieving the diploma qualification, which is only part of the apprenticeship, rather than the knowledge, skills and behaviours that the apprenticeship standard prescribes. Apprentices are often unaware of the requirements of the end-point assessment or the requirements of the broader apprenticeship.

Tutors do not teach an ambitious curriculum. Tutors select content in an order which is determined by the diploma specification. Tutors do not revisit or recap on previous learning. This leads to uninspiring teaching; apprentices do not consolidate learning or are able to recall what they have been taught.

Leaders do not provide tutors with opportunities to develop their teaching practice, which was an area for improvement identified at the monitoring visit. This means that teachers use ineffective teaching methods; apprentices do not remember enough of what they have been taught.

Leaders do not work closely enough with employers to support the progress of apprentices. Employers do not routinely join the tutor and the apprentice at progress review meetings to ensure that apprentices can apply theoretical learning at work. Apprentices make slow progress in understanding how and when to use what they have learned in the workplace.

Tutors' feedback to apprentices is not consistently strong. Tutors do not always provide apprentices with precise written or oral guidance on how to improve their work or achieve the grades of which they are capable.

Leaders have failed to put in place an effective personal development curriculum to include important topics such as citizenship and how to maintain healthy lifestyles. The director has recently employed a specialist functional skills tutor to support apprentices to improve their English and mathematics skills. Early signs are that apprentices make positive progress when they receive this support. However, too many apprentices have made slow progress in English and mathematics prior to this support being introduced.

Too few apprentices have achieved their apprenticeship and hardly any have completed it on time. Current apprentices are making slow progress in their studies.

Leaders have failed to ensure that staff provide apprentices with effective careers education, information, advice and guidance. Tutors do not discuss with apprentices the range of careers and training available to them. Apprentices have a limited understanding of the range of career opportunities that are available to them following the completion of their apprenticeship.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Ensure that apprentices receive their entitlement to off-the-job training.
- Involve employers in curriculum design and the sequencing of on- and off-the-job training to allow them to practise what they have learned.
- Improve the quality of curriculum content, planning and teaching through high-quality staff training.
- Improve the management of apprenticeship curriculums to ensure swift improvements are made and apprentices develop substantial new knowledge, skills and behaviours.
- Introduce effective oversight and accountability of senior leaders.
- Improve the quality of training that apprentices receive, so that they make swift progress on their apprenticeship.

- Monitor the destinations and next steps of apprentices after they have completed the course, to enable a full evaluation of the effectiveness of curriculums.
- Extend the personal development curriculums to include citizenship, and healthy lifestyles.
- Ensure that apprentices have access to careers education, information, advice and guidance and provide opportunities for them to discuss their next steps.
- Ensure that apprentices have a better understanding of the dangers of radicalisation and extremism.

Provider details

Unique reference number	2654210
Address	29 Waterloo Road, Second Floor Wolverhampton WV1 4DJ
Contact number	01902810041
Website	www.geotraining.co.uk
Principal, CEO or equivalent	Benjamin Yarere
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the 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

Martin Ward, lead inspector

His Majesty's Inspector

Deb Whiston

Ofsted Inspector

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