

# Inspection of Finning (UK) Ltd.

Inspection dates: 2 to 4 July 2024

**Overall effectiveness** **Good**

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

## Information about this provider

Finning (UK) Limited is the sole Caterpillar dealer in the UK and Ireland. It serves various industrial markets, such as oil and gas, electric power, marine, industrial applications, earthmoving and construction, industrial and waste, extraction, paving and agriculture. To support these industries, Finning employs over 650 service engineers.

Finning UK Ltd has 42 apprentices who study across two apprenticeships. The largest apprenticeship is the level 3 land-based service engineering technician, with approximately 34 apprentices. The other apprenticeship is the level 3 maintenance and operations engineering technician, with eight apprentices. Of the 42 apprentices enrolled, 31 are aged 19 or older.

Finning (UK) Limited does not work with any subcontractors.

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

Apprentices learn in state-of-the-art environments that are calm and conducive to learning. Class sizes are small, and apprentices enjoy their learning. Apprentices are ambitious and eager to do well, resulting in high attendance at sessions.

Apprentices benefit from a culture of inclusivity and mutual support. They show respect to their peers, trainers and visitors. They appreciate the pastoral support provided, are interested in their job roles and take pride in being part of Finning (UK) Limited.

Apprentices demonstrate professional behaviour and positive attitudes. Trainers set high expectations for apprentices' conduct in the classroom, the workplace and when staying away from home. Apprentices take ownership of their areas for improvement and work closely with their line managers and trainers to resolve these issues. Throughout their apprenticeship, apprentices develop resilience and confidence and become highly skilled engineers.

Apprentices feel safe and are well informed about the safety measures required for their job roles. They recognise their industry's health and safety concerns and undergo extensive training to ensure that they stay safe at work. They know who to talk to about concerns and due to the zero-tolerance approach, are confident that issues of bullying and harassment would be dealt with.

Apprentices receive information on how to maintain a healthy lifestyle. They are given gym memberships and information on the importance of staying safe when working in the sun. Managers ensure that apprentices have a choice of nutritious meals when staying away from home. However, they do not teach younger apprentices about the importance of a healthy diet and to make informed choices, especially when staying away from home.

A few apprentices take part in external events, such as career events at local schools. However, many are not provided with opportunities to participate in additional activities that would help them to develop broader skills beyond their job role and apprenticeship.

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

Leaders are ambitious and committed to their apprenticeships. They realise the need to grow their workforce of skilled engineers and recognise the knowledge and skills that well-trained apprentices can bring to the company. They invest time and excellent resources to ensure that apprentices receive the training and support they need to succeed. This means that most apprentices secure employment at the end of their apprenticeship, and many move on to senior roles within the company.

Managers have sequenced their curriculums effectively, which allows apprentices to build their knowledge and skills incrementally. Apprentices on the level 3 land-based

service engineer technician apprenticeship start by learning engineering and electrical fundamentals. They then progress to learning more complex topics, such as how to conduct diagnostic activities. As a result, apprentices retain their knowledge successfully over time.

Trainers measure apprentices' starting points accurately. Trainers use a range of activities to identify apprentices' initial knowledge and skills. However, they do not routinely use this information to inform teaching. For example, a few apprentices who had previously completed level 3 qualifications in engineering were taught the same content as those without prior knowledge. Therefore, a minority of apprentices do not initially make the rapid progress that they are capable of.

Trainers coordinate on-and-off-the-job training effectively. They work closely with line managers to provide opportunities for apprentices to practise the skills they have recently learned. An example of this is when apprentices are taught electrical diagnostics. Following this training, apprentices spend time working alongside an electrician. They do this to put their newly acquired skills into practice. Because of this, apprentices swiftly develop the skills they need for the workplace.

Trainers provide apprentices with helpful verbal feedback on their technical knowledge and skills. Apprentices find this feedback useful and use it to improve the quality of their work. However, apprentices do not receive valuable feedback on their written English skills. The feedback apprentices receive is often brief. It does not tell them how to improve their English writing. For example, trainers do not identify apprentices' poor use of paragraphs. Too often, apprentices are not learning the English skills they will need for their future jobs.

Trainers use successful teaching strategies to help apprentices learn. Lessons often begin with recap and recall activities to identify retained learning. This information then informs subsequent teaching. Teachers effectively use nominated questioning techniques in sessions to determine what learners know. This means that most apprentices complete their apprenticeship successfully.

Trainers prepare apprentices successfully for their end-point assessment (EPA). Apprentices undertake mock assessments annually, which are marked using the same grading system as the EPA. Apprentices are given useful feedback on what they have done well and how to improve their work. This feedback is shared with their line managers, who support them in making improvements. As a result, many apprentices receive distinction grades in their EPA.

Teachers provide effective support to apprentices with additional learning needs. Trainers provide apprentices who have dyslexia with coloured overlays and trainers provide one-on-one support during sessions. Trainers and pastoral support staff ensure that each apprentice's unique requirements are met. Because of this, apprentices with additional support needs achieve as well as their peers.

Staff provide apprentices with clear guidance on their future careers to ensure that they understand their next steps. During pastoral reviews, apprentices discuss their training and future job plans, which helps them identify their future job roles.

Leaders track apprentice progress effectively. Leaders use information such as progress against set targets and feedback from trainers and branch managers to rate apprentices' performance. When needed, interventions are put in place. For example, apprentices who are identified as falling behind receive appropriate additional help. Apprentices who are identified as excelling can be fast-tracked through their apprenticeship. As a result, apprentices receive the support they need to meet their potential.

Leaders have established an effective governance board that provides valuable oversight of the apprenticeships. The board comprises a mix of external representatives and senior leaders from within the organisation. Board members are suitably experienced and provide valuable support to managers. Board members use their business knowledge to challenge leaders. They do this to ensure that the trainers work in unison with branch managers. This is so that apprentices develop the knowledge, skills and behaviours they need to succeed in the workplace. All apprentices are trained to meet the needs of the business, and nearly all stay with the company at the end of the apprenticeship.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Teach young apprentices about healthy eating so they can make informed choices, particularly when staying away from home.
- Provide additional activities for apprentices to help them develop broader skills beyond their job role and apprenticeship.
- Routinely use the information from apprentices' starting points to plan teaching, ensuring that apprentices make the progress of which they are capable.
- Ensure apprentices received helpful feedback on their written English skills.

## Provider details

<b>Unique reference number</b>	51835
<b>Address</b>	Watling Street Cannock Staffs WS11 8LL
<b>Contact number</b>	01543 461552
<b>Website</b>	<a href="https://www.finning.com/en_GB.html">https://www.finning.com/en_GB.html</a>
<b>Principal, CEO or equivalent</b>	Tim Ferwerda
<b>Provider type</b>	Employer Provider
<b>Date of previous inspection</b>	16 to 18 May 2017
<b>Main subcontractors</b>	none

## Information about this inspection

The inspection team was assisted by the apprentice quality 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

Bev Ramsell, lead inspector	His Majesty's Inspector
Helen Kinghorn	Ofsted Inspector
Joel Dalhouse	His Majesty's Inspector

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