

Inspection of Generation You Employed

Inspection dates:

30 July to 2 August 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Adult learning programmes

Outstanding

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Generation You Employed Limited (Generation) is a charity with a mission to support people facing barriers to employment. It launched in the United Kingdom in 2019 as part of a global network of not-for-profit organisations. Generation offers Skills Bootcamp programmes for adult learners, which prepare them for entry level jobs in the technology, health and green sectors. Learners are primarily located in London, the West Midlands, Greater Manchester and West Yorkshire.

At the time of the inspection, there were 35 learners studying the retrofit advisor Skills Bootcamp, 39 studying data engineering and 26 studying IT support. All teaching and support takes place online.

This was Generation's first inspection. During a new provider monitoring visit in August 2023, inspectors judged that it was making reasonable progress for each theme.

Generation does not work with subcontractors.

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

Learners justly recognise the transformational effect that studying at Generation has on many of their lives. All learners face multiple barriers to participating in learning and gaining employment. They appreciate the welcoming, respectful and aspirational online learning environments that staff create very successfully. Learners enjoy their lessons, and their attendance is very high.

Learners are highly motivated and committed to learning. They arrive for their online lessons promptly, with their cameras on, dressed appropriately and eager to learn. They are interested in and curious about the topics taught. They contribute to discussions enthusiastically and share their ideas readily. They often extend their learning beyond what is expected. For instance, data engineering learners continue to work in project groups after formal teaching has ended. In this way, learners quickly acquire the professional conduct and attitudes valued by employers.

While at Generation, learners grow in confidence rapidly, acquiring a new sense of purpose and self-belief. They attend workshops on 'growth mindset' that support them to develop a positive outlook successfully. Learners set and achieve challenging goals to develop their behaviour, skills and mindsets, that they and staff review very regularly. Learners lead interesting and informative 'daily opener' group discussions on topics that are important to them and their community, such as meditation, yoga and Black History. These sessions develop learners' communication skills and confidence and introduce them to a wide range of new areas to explore. They also help learners to acquire the conviction, drive and resilience to overcome the barriers that have often previously held them back. Consequently, nearly all learners complete their Skills Bootcamp programme successfully.

Learners have an excellent understanding of how their Skills Bootcamp programme can lead to paid, sustainable employment. Employers often talk to them about career paths and job requirements in their industry. Former learners share their experience of the workplace, helping reassure and encourage learners. Staff, who know learners very well, support them to identify job vacancies that are closely aligned to their interests and growing expertise. Learners understand the career pathways open to them and feel well prepared for their next steps.

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

Trustees, leaders and staff are highly aspirational for their learners, who all face multiple challenges to entering the workplace. Leaders work very closely with employers and partner organisations to carefully design programmes to provide workers with the knowledge, skills and behaviours industry needs. Where useful, leaders include qualifications highly valued by employers and that nearly all learners pass. For instance, learners study the retrofit advisor qualification as part of their Skills Bootcamp. This contributes to most learners securing high-quality, sustainable jobs.

Staff plan learning programmes with great care and precision. They order learning carefully, helping learners apply fundamental concepts fluently before introducing them to more complex topics. For example, data engineering learners initially develop their analytical thinking using programming languages, such as Python. They then use these skills to resolve simulated business issues as part of a team. This helps learners quickly master new skills and knowledge.

Staff check what learners know and can do at the beginning of their programme and use this to provide learners with challenging learning goals and activities. Consequently, learners make significant and rapid progress from their individual starting points.

Instructors are industry experts. They provide learners with a wide range of high-quality, engaging and challenging activities, such as video clips, role plays and small-group tasks. They embed activities to develop learners' use of English and mathematics seamlessly. For instance, retrofit advisor learners calculate the cost savings clients can make by changing to energy efficient lightbulbs. Learners rightly value the contemporary, industry-specific knowledge, skills and behaviours they rapidly acquire.

Staff support learners with special educational needs and/or disabilities very effectively, helping them to complete the challenging tasks staff set. For example, learners with dyslexia are given additional time to complete assignments and are provided with lesson materials in advance to allow more time for them to reflect on and process the information. Consequently, these learners make strong progress and achieve in line with, or better than, their peers.

Staff check learners' understanding exceptionally well. They use online chat facilities skilfully, ask learners searching questions and mark learners' work carefully. Consequently, staff have a secure and detailed understanding of learners' progress. Staff provide very helpful, frequent feedback that celebrates learners' strengths and directs them how to improve their future work very effectively. Staff and learners work together to create helpful, specific and time-bound targets for improvement that become increasingly demanding. Learners respond to the challenges staff set for them exceptionally well. Consequently, learners' written and practical work improves over time, and is of a very high standard.

Staff provide broad and rich programmes that enable learners to thrive and develop as individuals very effectively. Learners rightly grow to appreciate the unique value they can bring to an employer and wider society. For instance, learners who have been long term carers are supported to appreciate the communication and people skills they possess. Retrofit advisor learners recognise the adverse impact of fuel poverty on people's mental and physical health and how their role in society can positively influence this. Learners know how to keep safe while online and share their insight with family members helpfully. While at Generation most learners build their confidence, character and self-esteem very successfully.

Staff support learners to gain a range of useful employability and life skills extremely well. They help learners develop well-structured, professional CVs that learners often tailor to reflect potential employers' needs. Learners understand well the potential benefit of them having a professional email address and using appropriate business and employment-focused social media platforms to highlight their achievements. The majority of learners gain an interview with an employer at the end of their Skills Bootcamp.

Leaders use a range of tools to evaluate the quality of the provision constantly and critically. They analyse data forensically to assess the impact of their work and inform improvement actions. They know the strengths of the provision and take swift and decisive action to resolve issues promptly. They provide staff with helpful development activities, where staff share good practice and learn from each other. These measures make sure that learners benefit from consistently high-quality teaching.

Members of the well-informed, knowledgeable board of trustees know Generation well and use their insight to support and challenge leaders very effectively. For instance, they ask questions and review data to assure themselves that Generation continues to focus on those learners who face the greatest challenges. In this way, they ensure that Generation continues to achieve its vision and makes a positive impact on learners and wider society.

Safeguarding

The arrangements for safeguarding are effective.

Provider details

Unique reference number	2691326
Address	1 High Street Egham TW20 9HJ
Contact number	07740703460
Website	www.generation.org
Principal, CEO or equivalent	Micheal Houlihan
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 chief learning officer, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit 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

Roland White, lead inspector	His Majesty's Inspector
Viki Faulkner	His Majesty's Inspector
Richard Kirkham	His Majesty's Inspector

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