

Inspection of Genii Engineering & Technology Training Limited

Inspection dates: 18 to 21 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Education programmes for young people	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

Genii Engineering and Technology Training Limited (Genii) is based in West Cumbria and was established in June 2000 by five international companies, AMEC, BNFL (now Sellafield Limited), CORUS (now TATA), Iggesund Paperboard and UCB Films (now Innovia Films). It provides training for its founding companies, as well as for the wider Cumbrian business community. It is now a wholly owned subsidiary of the City and Guilds of London Institute.

At the time of the inspection, there were 1,302 apprentices studying levels 2 to 6 apprenticeship standards, including a small number of apprentices who are on legacy apprenticeship frameworks. The large majority of apprentices study at levels 2 and 3. The remainder study at levels 4 to 6. Just over half of apprentices were aged 16 to 18 years. There were 35 learners on education programmes for young people studying engineering. There were 37 adults on Skills Bootcamps in health and safety and project management.

Leaders subcontract specialised education and training for apprentices and adults to 10 other providers. These courses include a foundation degree in applied science,

mandated by a large employer, and Skills Bootcamps in project management, construction, and scaffolding.

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

Learners and apprentices demonstrate commitment and work-ready behaviours. They are polite and respectful and their attendance is high. This is because tutors model high professional standards throughout their education and training courses.

Learners and apprentices take pride in their work. They are enthusiastic about their achievements and welcome opportunities to share what they have accomplished with others. On education programmes for young people, learners are proud to show visitors the tools that they have made. Level 5 nuclear technician apprentices build models of control systems to help new apprentices to understand how they operate.

Leaders create opportunities for young learners and apprentices to contribute positively to local communities. Young learners and apprentices participate in community improvement projects. They work together to create gates for a local nursery, make planters for a local residential home and litter pick in tourist hot spots. These initiatives help learners and apprentices to practise their leadership, negotiation, and teamwork skills. However, leaders do not plan similar initiatives for learners on Skills Bootcamps to contribute to such activities.

Learners and apprentices develop the significant knowledge, skills, and behaviours that they need to be successful in their careers. This is because leaders and tutors plan additional curriculum content so that they are well equipped to respond to industry needs. Level 3 teaching assistant apprentices are taught about curriculum development for pupils with learning difficulties and disabilities and how to use communication aids for children who are nonverbal. Young learners at Carlisle and Furness campuses benefit from work experience to help them to prepare for their next steps. However, young learners who attend the Workington campus do not benefit from similar opportunities.

Learners and apprentices develop confidence and professional acumen because of what they are taught. They use technical language with increasing precision. Adult learners on health and safety Skills Bootcamps articulate the risks associated with using tools such as pneumatic drills. Level 3 maintenance and operations engineering technician apprentices develop confidence that enables them to complete tasks such as the wiring of motors with increasing independence.

Learners and apprentices feel safe and know how to report any safeguarding concerns that they may experience. They understand the importance of adhering to strict health and safety requirements, including wearing identification and personal protective equipment.

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

Leaders have a clear rationale for the curriculums that they offer. They work with employers and the local enterprise partnership to design courses and apprenticeships that meet regional skills priorities. Leaders plan education programmes for young people to provide pathways to employment and apprenticeships in engineering. The level 4 nuclear welding inspection technician apprenticeship is designed to provide a pipeline of trained employees for a very large employer to meet a skills shortage.

Following the previous inspection, leaders revised their curriculum offer to focus on training that enables learners and apprentices to gain employment. They have increased the range of Skills Bootcamps to meet skills deficits in the region. Leaders have reduced the number of apprenticeships that they offer to better align with employers' needs. Upon completing their courses and apprenticeships, most learners and apprentices remain in employment and a few move on to further study.

Tutors sequence curriculums effectively so that learners and apprentices build their knowledge and skills incrementally. Young learners develop their proficiency in using digital guillotines. They then use their skills to cut and roll sheet metal so that it is ready to be welded. Level 5 nuclear technician apprentices are taught about the fundamentals of thermodynamics and heat engines before moving on to specialised topics such as industrial power and energy storage.

Tutors use their specialist industry expertise to help learners and apprentices to understand how theory applies to the workplace. They help young learners to develop their pipe fitting skills so that they have the specific skills that employers require. Level 4 nuclear welding inspection technician apprentices are taught how to carry out non-destructive testing using direct tension indicators and magnetic particle inspection. They know how to check for defects in their own work such as gas pores in welds. Adult learners on project management Skills Bootcamps know how to correctly define project roles so that they can utilise staff with increasing efficiency.

Most tutors effectively support learners and apprentices to improve their English and mathematical skills. Young learners practise responding to interview questions to help them to articulate their strengths. Adult learners on project management Skills Bootcamps use subject-specific terminology with increasing accuracy. Level 5 nuclear technician apprentices solve complex differential equations and check their findings using mathematical modelling software.

Most tutors use information about learners' and apprentices' starting points carefully to ensure that they make swift progress from the commencement of their course or apprenticeship. Tutors on education programmes for young people assess learners' hand tool skills in practical sessions. They use the results of these assessments to plan opportunities for learners to practise and refine their skills. However, tutors on the level 5 nuclear technician apprenticeship do not use information about

apprentices' starting points well enough to plan training to ensure that they make sustained progress and achieve their potential.

Most tutors use a range of strategies effectively to assess learners' and apprentices' knowledge and skills. Tutors on education programmes for young people use pressure tests to help learners to identify and rectify errors in the threading of pipes. Tutors help level 3 teaching assistant apprentices to better manage the behaviours of the children they work with. They are helped to develop their awareness of potential triggers or distractions and the importance of maintaining eye contact. Most learners and apprentices make continuous improvements to their practical work.

Most learners and apprentices benefit from constructive and developmental feedback from their tutors. However, level 4 nuclear welding inspection technician apprentices and a few level 3 maintenance and operations engineering technician apprentices do not receive useful developmental feedback from their tutors on their written work. This means that they do not improve their written work to the same extent as their practical skills.

Most learners and apprentices are prepared well for their final assessments and make at least their expected progress on their courses and apprenticeships. Achievement rates are high. Most apprentices pass their functional skills English examinations at their first attempt. However, only half pass their mathematics examinations at their first attempt.

Most tutors work closely with employers to ensure that apprentices' on-the-job training aligns closely to their training plans. However, in a few apprenticeships, because of stringent on-site security constraints with a large employer, tutors are unable to plan and coordinate apprentices' on-the-job training well enough. This means that leaders and tutors do not have sufficient oversight of the progress that these apprentices make at work.

While most young people have gained employment or apprenticeships after completing their study programmes, leaders have not ensured that all learners have benefited from work experience, which is an integral part of their course.

Most learners and apprentices feel that they are well informed about the career choices available to them. They understand what they need to do to succeed in their chosen careers.

Leaders ensure that tutors, including those with subcontractors, have the appropriate industry expertise and teaching qualifications to teach learners and apprentices. However, not enough staff benefit from training to develop their teaching skills further.

Leaders have successfully rectified the areas for improvement from their previous inspection. Leaders consider the well-being and work-life balance of their staff. Tutors generally feel well supported by their managers.

Governance arrangements are effective. Governors hold leaders to account to make the necessary changes to improve the quality of learners' and apprentices' training.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Ensure that learners on education programmes for young people benefit from effective and suitable work experience placements.
- Ensure that staff receive sufficient support to continue to help them to improve their teaching and assessment skills.
- Ensure that leaders rectify the restrictions associated with a large employer to ensure that they have clear and accurate oversight of the progress that their apprentices make at work.

Provider details

Unique reference number	51952
Address	Blackwood Road Lillyhall Industrial Estate Workington Cumbria CA14 4JW
Contact number	01900 701300
Website	www.gen2.ac.uk
Principal, CEO or equivalent	Craig Smith
Provider type	Employer provider
Date of previous inspection	21 to 24 March 2022
Main subcontractors	Lakes College The Sheffield College Health Life and Safety Limited Citrus Training Limited Simian Risk Management Limited Morrison Energy Services Lynch Plant Hire and Haulage Provek Limited 2020 Project Management Training Fulcrum Scaffold Safety and Training Limited

Information about this inspection

The inspection team was assisted by the head of education and training, 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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