

# Total Training Company (UK) Limited

Monitoring visit report

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**Unique reference number:** 1270920

**Name of lead inspector:** Maria Navarro, Her Majesty's Inspector

**Inspection date:** 29 May 2019

**Type of provider:** Independent learning provider

**Address:** Mainsforth Terrace  
Hartlepool  
TS25 1NR

## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This follow-up safeguarding monitoring visit has been carried out consequent to the provider being found to be making insufficient progress with respect to safeguarding at their previous monitoring visit. It follows the arrangements outlined in the 'Further education and skills inspection handbook'.

At the provider's first monitoring visit in January 2019, inspectors judged that leaders and managers had made insufficient progress in ensuring that effective safeguarding arrangements were in place. The focus of this visit was on the safeguarding theme below.

### **How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place?**

### **Reasonable progress**

Leaders and managers began improving their safeguarding arrangements immediately after the monitoring visit in January 2019. Leaders have strengthened the management of safeguarding by appointing a senior manager as the designated safeguarding lead to oversee all safeguarding arrangements. Leaders now receive monthly updates on relevant safeguarding issues such as staff training and concerns raised by learners.

As a result of the safeguarding training that they have completed, managers have greatly increased their knowledge and understanding of how to deliver their designated safeguarding role effectively. Staff and managers have become more confident in reporting safeguarding issues and protecting all their learners, including the few apprentices still in learning.

Managers have improved their staff recruitment arrangements, ensuring that they carry out the necessary Disclosure and Barring Service (DBS) checks for all staff. The provider has a clear recruitment policy that ensures that no newly appointed teaching staff work with learners before appropriate DBS checks are received.

Leaders and managers have compiled a comprehensive safeguarding policy, although it does not reflect the latest legislation in a few areas. They have used this policy well to raise their expectations of staff by clearly stating their team's accountabilities for safeguarding learners.

Employers have access to the provider's safeguarding policy and have received invitations to take up safeguarding training, although they are yet to do so. Leaders

are planning to make this a mandatory requirement for any new employer who wishes to work with them.

Managers have begun to establish useful partnerships with local safeguarding children boards and regional networks that alert them to any trends in safeguarding concerns or risks that may affect their vulnerable adult learners.

Leaders and managers have improved the effectiveness of the unauthorised absence policy. However, they are yet to establish clear deadlines in the escalation procedures for involving parents, carers and employers, when a young apprentice or vulnerable adult learner is absent.

During induction and throughout their programme, all learners and apprentices receive improved levels of information relating to safeguarding and how to raise safeguarding concerns. Staff cover topics concerning safeguarding and the identification of the dangers posed by extremist views at each progress review. However, records of the reviews do not indicate consistently what the learner or apprentice has learned or applied.

Managers have recently conducted a safeguarding evaluation with adult learners to identify whether they feel safe and whether they have improved their understanding of basic safeguarding matters. They plan to roll this out to apprentices in the near future.

Managers have greatly improved the way that they identify safeguarding risks and vulnerabilities, such as past criminal convictions, mental health issues or learning disabilities, in the adult learning provision. However, managers have not yet developed sufficiently the process of identifying issues that pose a safeguarding risk to the very few apprentices aged 16 to 18. They do not liaise closely enough with employers about the supervised work arrangements that employers put in place to ensure the safety of younger apprentices.

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