

KT Associates

Monitoring visit report

Unique reference number: 52888

Name of lead inspector: Ken Merry HMI

Inspection date: 1 May 2018

Type of provider: Independent learning provider

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Monitoring visit: main findings

Context and focus of visit

Inspectors carried out a one-day visit to the provider as, at its previous inspection, it was judged to be inadequate and arrangements for safeguarding were judged to be ineffective. The visit considered leaders' implementation of safeguarding procedures. Inspectors met with the provider's staff, reviewed documentation relating to safeguarding and spoke with learners and employers.

Themes

How much progress have leaders and managers made in ensuring that effective policies and processes are in place to safeguard learners? Reasonable progress

Following the previous inspection, leaders swiftly revised their policies and procedures relating to safeguarding and these are now compliant with the most recent legislation. All current policies are fit for purpose.

The new lone-working policy ensures that staff and learners are safe during assessment visits. The use of mobile phone tracking software enables leaders to check the location of their staff and provides an automated welfare check that staff must respond to within a given timeframe to indicate that they are safe. This means that managers have a better understanding of whether staff are safe or not and can respond quickly if required.

Leaders recognise the challenges of working across a range of different local authorities and have recently included the direct contact details for all local authority safeguarding boards on the company's website. These are accessible to staff who have any concerns when working in an area that they are unfamiliar with. Staff ensure that learners know where they can find this information should they have any concerns.

In response to the findings at the previous inspection, leaders now carefully risk assess staff visiting learners in workplaces and private homes. Comprehensive risk assessments consider possible risks to staff and learner safety, as well as broader risks to property and personal possessions. Staff apply a rating to each risk and determine whether it is low, medium or high, and put in place suitable control measures to reduce the risks. However, in too many cases, the risk rating is too subjective and relies on the manager's own opinion rather than being determined by an underpinning methodology.

Leaders have a 'Prevent' risk assessment and action plan document that is compliant with legislation. However, it is too generic and does not reflect well enough the risks of radicalisation and extremism in the areas that learners live and work.

How much progress have leaders and managers made in ensuring that learners are safe during their studies?

Reasonable progress

Following the previous inspection, leaders quickly held a series of workshops for staff and learners around conflict resolution, staying safe at work, broader safeguarding issues and the 'Prevent' duty. Good-quality training materials supported these workshops and have had a positive impact on the ability of staff to hold meaningful conversations with learners as part of their learning programmes.

As a result of the training, almost all learners can articulate a better understanding of safeguarding and how it relates to their job roles in the health and social care sector. Most learners can give examples of how they have considered the welfare of their service users and they know how to report any concerns that they might have about their well-being or that of others. Learners can recall information from the resources that they use to gain a better understanding.

Leaders support the employers that they work with to improve their understanding of the 'Prevent' duty. As a result, employers feel more confident in supporting their employees to understand the risks of radicalisation and extremism.

Despite the best efforts of leaders, not all learners have an improved awareness; a few learners are not fully aware of the risks of radicalisation and extremism local to their home or work. A small number could not articulate the training that staff provide or the impact that the training has had on their understanding of safeguarding and the risks of radicalisation.

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