

# Securitas Security Services (UK) Limited

Monitoring visit report

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**Unique reference number:** 1276437

**Name of lead inspector:** Bob Cowdrey, HMI

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**Type of provider:** Employer

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# Monitoring visit: main findings

## Context and focus of visit

This monitoring visit was undertaken as part of a series of monitoring visits to a sample of new apprenticeship training providers that are funded through the apprenticeship levy. Ofsted's intention to carry out monitoring visits to these new providers was first announced by Her Majesty's Chief Inspector in November 2017. The focus of these visits is on the three themes set out below.

Securitas Security Services (UK) Limited (Securitas) is a large employer with around 11,500 staff. The company provides protective services to a wide range of employers across the UK. It currently has around 650 apprentices, whose funding is through the apprenticeship levy and who are on a standards-based programme in customer service. Apprentices enrol initially as security officers and on successful completion of the apprenticeship can progress to the role of protective services officer. All apprentices are employees of Securitas Security Services (UK) Limited.

## Themes

### How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

### Insufficient progress

Leaders and managers do not have sufficient resources in place to support the apprenticeships that they offer. Securitas has too few assessors to meet the needs of its apprentices. Those apprentices who should complete their programme in September are making slow progress and are unlikely to succeed.

Leaders have not made sure that the programme meets the requirements of an apprenticeship, including an entitlement to adequate on- and off-the-job training. Most apprentices do not receive their full entitlement of off-the-job training. The majority of apprentices and Securitas site managers are unsure about the range of activities that they should record. The majority of apprentices do not have sufficient preparation for their end-point assessment.

Leaders have not implemented suitable governance arrangements for the apprenticeship programme. Because of this, leaders do not receive constructive and meaningful challenge and are not accountable for the delivery of high-quality training.

Managers' failure to ensure that the programme has sufficient assessors means that a small minority of apprentices have not had a progress review for five months. Securitas line managers do not take enough responsibility for progress reviews. Targets for apprentices are not specific enough to help them improve. As a result, most apprentices fall behind with their work and make slow progress towards completing their apprenticeship.

Arrangements for recruitment lack integrity. Leaders, managers and staff do not give enough guidance to apprenticeship applicants. The vast majority of apprentices have done the same job role for a long period of time. Because of a lack of support from assessors, they do not develop new skills or behaviours, or gain new knowledge; nor do they have planned career pathways. Too few apprentices have a good understanding of their planned completion date, and many are unaware of what they need to do to complete an apprenticeship. Most line managers are unclear about the structure and nature of apprenticeships, particularly about end-point assessment.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?      Insufficient progress**

Leaders' self-evaluation of the quality of provision lacks realism and reflective analysis. Quality improvement planning is not sufficiently evaluative. The self-evaluation report focuses on compliance and does not identify areas of weakness well enough. Actions in the quality improvement plan are not specific. As a result, improvements in the quality of provision are too slow. For example, support for apprentices' development of English and mathematics skills and support to help them prepare for end-point assessments are insufficient.

Measures to observe and improve the quality of training are ineffective in raising standards. Managers do not identify and share best practice among training staff.

Most apprentices do not have a choice about enrolling for the apprenticeship training programme. As a result of this compulsory training, apprentices do not enjoy their learning or understand its nature. Too many apprentices are unaware of their entitlement and do not receive sufficient time allocated to off-the-job-training. As a result of this, the vast majority are behind schedule with their apprenticeship programme and lack motivation.

Apprentices make slow progress, and few are on target to achieve within the planned timescale. Twenty-one apprentices are due to complete in September 2018 and it is unlikely that any will achieve on time. Apprentices' achievements of English and mathematics qualifications during the past year have been very low.

The large majority of apprentices receive insufficient support from their line managers when they complete their written work. A minority of apprentices receive effective support and benefit from constructive and helpful feedback so that they know exactly how to improve and how to complete their units of study. Typically, however, assessors do not correct punctuation, spelling and grammatical errors in apprentices' work. Because of this, apprentices continue to repeat their mistakes. A few apprentices cannot access their e-portfolio to upload information.

The planning and delivery of training to develop apprentices' English and mathematical skills are poor. Apprentices who should complete functional skills qualifications in English and mathematics as part of their programme do not receive enough support or tuition. Leaders and managers do not emphasise the importance of developing good English and mathematics skills linked to apprentices' work and

rely too much on providing apprentices with online support. Assessors do not pay sufficient attention to the development of the skills and knowledge of apprentices who already have English and mathematics qualifications.

Too few apprentices receive reviews on a timely basis as stipulated under apprenticeship requirements. Employers and line managers have insufficient involvement in reviews of apprentices' progress. Consequently, they do not support apprentices to develop new skills and knowledge at work. Assessors do not set and record useful and detailed training and development targets for their apprentices to help them make progress. Assessors do not focus sufficiently on the development of apprentices' knowledge, skills and behaviours.

Apprentices do not demonstrate a good understanding of equality and diversity in the workplace. They do not appreciate how British values apply to them or how they might reflect and demonstrate these in their jobs. Assessors do not develop or expand apprentices' knowledge in these areas during reviews. For example, apprentices consider that equality means that they should 'treat everyone in the same way'.

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

Leaders and senior managers ensure that safeguarding arrangements are effective, and apprentices stay safe. They make appropriate employment checks on new staff and keep the related records. They have developed good links with local agencies, such as the police. All Securitas training staff are 'Project Griffin' trainers and deliver in-house training on safeguarding. The designated safeguarding officer (DSO) and deputy DSO receive good training. The DSO has implemented sound systems and processes to record and monitor any concerns.

Apprentices receive good information about safeguarding. Managers provide useful information about safeguarding and 'Prevent' duty policies in the apprentice handbook. The vast majority of apprentices know whom to contact with any safeguarding concerns. The handbook does not contain clear information about the availability of the DSO or deputy DSO.

Apprentices know how to keep themselves safe in the workplace and when they work in hazardous environments. Employers' staff in the workplace provide appropriate training and ensure that apprentices use personal protective equipment effectively.

Securitas leaders have a 'Prevent' duty risk assessment and action plan and are clear about potential threats that are specific to their business and workplaces. Apprentices have a basic awareness of British values and the risks of radicalisation and extremism, but their knowledge focuses only on specific religious groups. Trainers and assessors do not explore these topics sufficiently well in relation to the workplace, the implications for different geographical areas and businesses and life in Great Britain.

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