

Any Driver Limited

Interim visit report

Unique reference number:	1247989
Name of lead inspector:	Kathryn Rudd, HMI
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Type of provider:	Independent learning provider
Address:	County Chambers Warren Street Tenby SA70 7JS

Interim visit

Context and focus of visit

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out 'interim visits' to further education and skills providers. Interim visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

We intend to return to routine inspection in January 2021 but will keep the exact timing under review.

The focus of these visits is on the themes set out below and the findings are based on discussions with leaders, managers, staff and learners.

Information about the provider

Any Driver Limited is based in Tenby, West Wales and was established in 2007 by its sole director. Any Driver Limited offers beauty therapy courses at levels 3 and 4 from three training centres based in Doncaster, Leicester and Nottingham. All learners are based in these areas. Learners fund their studies using advanced learner loans. There are currently 45 learners on the programmes.

What actions are leaders taking to ensure that they provide an appropriate curriculum that responds to the reasonable needs of learners and stakeholders and adapts to changed circumstances?

Leaders took action after lockdown to stop all face-to-face teaching. They adapted their curriculum to set up an online theory-based beauty programme for three months. The end of this programme coincided with the end of the lockdown period, and learners moved back to practical- and classroom-based sessions.

Any Driver's leaders are not currently recruiting new learners. They have made this decision to meet the safety requirements involved in delivering close contact training. Leaders are considering reintroducing their online programme during the winter months when, for example, maintaining a good level of ventilation during practical training sessions could be challenging.

Some of their training centres are based in areas subject to the highest COVID-19 restrictions. As a result, leaders are in regular communication with assessors, planning how to continue training if face-to-face sessions have to be suspended. Assessors are preparing for this by designing virtual practical demonstrations and tutorials.

Leaders value the support they receive from experienced education consultants. Leaders have used their expertise to review their policies and procedures, redesign existing resources and establish new online learning programmes. Leaders plan to continue using many of these after the pandemic, such as online English and mathematics resources that are tailored specifically to the beauty industry.

Leaders set up an online platform for learners to upload their written work. They feel this has worked well for small cohorts of learners but are reviewing whether it is robust enough to cope with larger cohorts. Leaders have bought new laptops, so learners can access online materials in training centres.

Leaders report positive changes from their move to online learning. Learners now work at times which suit their other commitments and are making faster progress. Learners apply the knowledge gained online in practical sessions. For example, using their knowledge of anatomy and physiology when performing a body massage.

What steps are leaders, managers and staff taking to ensure that the approaches used for building knowledge and skills are appropriate to meet the reasonable needs of learners?

Learners say they enjoy their online learning and can see how it relates to their practical sessions. They like being able to revisit information, such as videos on French manicuring techniques. Learners particularly value the English and mathematics resources, and they have recognised improvements in their use of grammar in written tasks.

Assessors stayed in regular contact with learners while they were studying online, to check their understanding and address their concerns. Some learners were concerned about returning to face-to-face study. Assessors offered reassurance about the new safety arrangements in centres. Few learners left the programme during the lockdown period.

Assessors are confident about using different online teaching approaches and learning platforms. They have had training in areas such as file hosting, virtual portfolio building and video conferencing systems.

Learners have different levels of experience when they enrol on courses. Many are already self-employed and looking to develop their beauty therapy skills to diversify and extend their businesses. Leaders use initial meetings with learners to establish their career 'pathways'. This helps learners identify the programmes which will help them achieve their goals. After learners leave the programme, leaders check to see whether they are using their new skills in the beauty industry.

Although the majority of learning is currently delivered face-to-face, assessors report they are increasingly using online learning to reinforce knowledge and check learners' understanding. For example, they use online quizzes to assess learners' grasp of industry terminology.

Leaders' quality assurance processes include reviewing learners' portfolios and learning diaries online. They have regular online meetings with assessors to check whether the curriculum is meeting learners' needs. Leaders telephone learners three times during their programme, to review their progress, check whether the course content is still appropriate and to assess their well-being.

How are leaders ensuring that learners are safe and well informed about potential risks, including from online sources?

Learners can explain who they would go to if they had a concern about their own or a client's welfare. Learners feel confident about working safely online and recognise they have improved their knowledge of e-safety since joining their course. For example, they are now cautious when they receive new friend requests on social media platforms or emails from people they do not know.

Assessors identify learners who may need additional support and put measures in place to reduce their risk. For example, learners who are pregnant have regular breaks to have a drink and reduce the amount of time they must wear personal protective equipment (PPE).

Leaders and assessors have worked to industry guidelines and local guidance to reduce the risk to their learners in training centres. New measures include one-way systems, increased use of PPE and reduced group sizes to help maintain social distancing requirements.

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