

Dhunay Corporation Ltd

Interim visit report

Unique reference number:	1236909
Name of lead inspector:	Rebecca Jennings, Her Majesty's Inspector
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Type of provider:	Independent learning provider
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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 learners 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.

Following changes to government guidance and the imposition of COVID-19 lockdown restrictions, we made this visit remotely to reduce pressure on the provider.

Information about the provider

Dhunay Corporation Ltd (Dhunay) is an independent learning provider based in Ealing, West London. At the time of the visit, there were 29 adult learners studying towards a level 3 diploma in nail technology. Adults use the advanced learning loan to fund their programme. Dhunay also offers traineeships in customer service with a focus on learners working in the security sector. The traineeship includes an additional level 2 award in security. There were no learners on traineeships at the time of the visit.

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?

At the start of the pandemic, leaders considered the requirements of awarding bodies and professional associations, including for beauty therapy and security. They selected qualifications which they believe they can teach adults successfully online.

Leaders now offer a level 3 nail technology course. They found that learners who are furloughed from their roles in the beauty industry wanted to use their time to broaden their skills. Learners who are parents are hoping to gain employment working flexible hours. Leaders are planning to run customer service traineeships later in the year to help people access employment in the security industry.

Leaders decided to move the teaching of programmes online at the start of the COVID-19 pandemic. Leaders plan to continue online teaching for the theoretical

content of courses online. Tutors teach sessions on evenings and weekends. Tutors offer the same content multiple times for learners to attend at a time that fits around their other responsibilities.

Tutors provide careers guidance, and they assess the suitability of the course for learners by discussing with them their career aspirations. Learners studying nail technology learn about self-employment. Leaders plan for learners on the security programme to receive input on writing a curriculum vitae, job searching, and preparation for work. An employer who has held interviews online to appoint learners into security roles said that this was still a positive experience online, but staff and employers agreed on plans to hold this element of the course face to face when it is safe to do so.

Employers reported that it is easier for learners to access their training online as it reduces travel time. Leaders reported that saving on travel costs has helped learners remain on programme.

Managers report that they visit the online sessions and ask learners questions to check their understanding of key concepts. Managers record learners' progress through an online tracking system.

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?

Tutors and managers believe they have successfully made the transition from a programme taught face to face, to one taught online. Leaders and managers delivered training to help tutors develop their confidence in teaching using online software.

Managers confirm there has been little disruption in learning caused by the COVID-19 restrictions. Tutors have produced new learning resource booklets which they provide to learners. They have also produced a series of educational videos for learners planning to study customer service which form a key component of the programme. Tutors and managers have made alternative arrangements to teach some of the practical components of the nail technology programme face to face.

Leaders say they are extending learners' programmes where practical work is not possible under current restrictions. For example, in nail technology, leaders plan for learners to have time to complete two weeks of practical work experience, after restrictions are lifted, before submitting their portfolios. Managers recognise it is a challenge to keep learners engaged when they are becoming frustrated about not completing practical work. Employers spoke about supervisors supporting learners' assessment at work, so that learners still make progress through their qualifications.

Tutors and managers feel that learners remain motivated to complete their programmes. They say learners attend their training, make good progress,

successfully complete and achieve their qualifications. Staff believe the change to online teaching has led to several advantages. For example, learners who are parents with childcare responsibilities can access the online programmes more easily. Learners with disabilities also find the online programme more readily accessible.

Tutors provide additional support where appropriate for those learners who require it. For example, tutors have helped learners develop a suitable level of IT skills, so they can use online software packages to access the learning.

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

Leaders completed a risk assessment to evaluate potential threats to learners' well-being, including the impact of isolation and the need for e-safety. Tutors discuss potential risks with learners during one-to-one sessions and provide additional support where required.

Leaders trained staff on the risks of working online, safeguarding and 'Prevent'. Tutors check that learners are learning in safe environments during the online video lessons. Leaders check that only invited learners can access the online meetings.

Staff updated their learner handbook to include information about online risks. They collated case studies to alert learners to online scamming. Tutors advise learners on how to check that emails and calls are not fraudulent attempts to access their personal information.

Adult learners speak knowledgeably about safeguarding. They acknowledge that tutors teach them about relevant restrictions related to COVID-19, for example hygiene and infection control procedures in salons. Learners know who to speak to if they have any concerns about their safety or well-being.

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