

Any Driver Limited

Report following a monitoring visit to a 'requires improvement' provider

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Monitoring visit: main findings

Context and focus of visit

Any Driver Limited was inspected in December 2018. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

Any Driver Limited is based in Abercynon, South Wales, and was established in 2007 by its sole director. All learners on its programmes are adults who are based in Gloucester, who fund their studies using advanced learner loans.

Any Driver Limited has gone through considerable change since the previous inspection and now only offers beauty therapy courses at levels 3 and 4 in its Gloucester training centre. Currently, there are 67 learners on the programme.

Themes

Have managers developed and implemented appropriate governance arrangements to provide them with effective third-party oversight, challenge and scrutiny? Insufficient progress

Senior leaders have failed to implement external scrutiny of the provision. Leaders did not understand fully the value of this recommendation from the previous inspection and have not made any progress to implement relevant actions.

Leaders do not liaise with any external organisations that can provide them with support or guide them to best practice. Consequently, they are not aware of relevant developments within education and training, such as guidance on effective governance. As a result, they do not implement actions which would help them improve their provision.

The managing director understands how external support and scrutiny would help new leaders in the organisation to develop their skills and understanding but has yet to implement any effective action plan to incorporate such improvements.

Has the management team implemented rigorous arrangements to measure and improve the provision?

Insufficient progress

Leaders do not assess the quality of the provision. They do not have any processes in place to look at previous performance or to plan for the future development of the provision. Leaders do not use feedback from learners, assessors or observations of learning to inform their decisions.

Recently, leaders have developed an appropriate system to record assessors' training, including relevant beauty and safeguarding updates. However, they do not provide specific training for assessors to improve the way they deliver and assess learning. Leaders do not identify any required actions from their observations of training or tell assessors how they can improve their teaching skills.

Leaders' checks on the standards of learners' work show that they are not yet high enough. Leaders have appropriate plans to support assessors in improving the standards learners achieve but these are not yet in place.

Do assessors support and challenge each learner to achieve to the best of their ability? Are all learners making expected progress?

Reasonable progress

As a result of the useful support they receive from assessors, the vast majority of learners achieve their qualifications. Most go into work within the beauty industry. All level 3 learners who completed their course are working in the industry or have progressed on to level 4 courses.

Managers provide a thorough induction programme so that learners know the expectations of the course and are prepared well before they start. Learners are made aware of the consequences of receiving advanced learner loans and can clearly describe the repayment process.

Learners are ambitious to complete their qualifications and advance their careers within the beauty industry. They develop their confidence and a deeper subject knowledge throughout the course which they use to improve the service they offer to their customers.

Assessors help learners to prepare well for their examinations. Assessors provide individual support for learners who miss sessions to help them catch up before moving on to the next unit. Learners who have identified additional needs, such as dyslexia, have support for their examinations to help them complete their assessments. Learners are highly complimentary about their experience with Any Driver Limited.

Assessors do not always plan sessions well. They do not use information from assessments at the start of the course to ensure that sessions meet the needs of all

learners and that they are developing their skills appropriately. Assessors do not check what learners want to gain from the programme or set them relevant targets or goals.

Learners do not receive effective support that helps them to improve their work. For example, written feedback from assessors does not always make it sufficiently clear to learners how they can develop their skills or knowledge. A few learners said that verbal feedback supported them effectively, for example to develop their customer service skills.

Do learners understand safeguarding, the 'Prevent' duty, equality and diversity, particularly in relation to their working environment? Reasonable progress

Learners have a good understanding of health and safety regulations and why they need to conform to these at work. For example, when providing electrical epilation treatments, learners can identify the correct steps to sterilise the tools they use and why this is important. Learners can identify risks associated with cross-contamination and how to minimise these. However, assessors do not always demonstrate high standards of hygiene within their classrooms. For example, some classrooms were untidy and some equipment was dirty.

All learners interviewed understood the risks associated with extremism and radicalised behaviours. They know how to minimise these for themselves and their clients. For example, learners are taught how to recognise gang tattoos and to understand the actions they need to take.

Learners know how to keep themselves safe at work and can explain the risks associated with their industry. For example, if they are a mobile beautician they will inform family or friends where they are going and use digital technologies to support their safety. Learners know who to contact at Any Driver Limited if they have any concerns.

Leaders have ensured that all assessors have had additional safeguarding training. Most assessors embed their knowledge of this subject well into their training sessions. However, not all are confident to discuss this topic in depth with their learners.

Learners' understanding of equality and diversity is appropriate. For example, they discuss what extra privacy may be needed for women from different religions. However, a few assessors do not know the difference between equality and diversity and therefore do not always use effective examples in their sessions to reinforce learners' understanding.

Do all learners develop their English and mathematical skills further during their programme?

Insufficient progress

Leaders recognise that assessors are still not routinely supporting learners to develop their English and mathematical skills. However, leaders do not have any plans in place to improve the way assessors support learners to develop these important skills. Assessors check learners' English and mathematics skills at the start of the course but do not use these results well to support all learners to improve.

Assessors do not help learners to improve their spelling, punctuation and grammar effectively. Assessors identify errors in learners' work but this is not revisited and no support is given to help learners improve. Assessors' feedback is often incorrect. In some cases, assessors mistakenly identified spelling and syntax errors in learners' work, for example adding capital letters where they were not required.

Learners' written work does not show any improvement throughout the course and contains too many errors for learners studying at level 3 and 4.

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