

# Hair and Beauty Industry Training Ltd

## Independent learning provider

<b>Inspection dates</b>		11–14 November 2013
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

## Summary of key findings for learners

### This provider is good because:

- Apprentices make very good progress and achieve their qualification within their planned timescale.
- Apprentices quickly develop good commercial hairdressing and employability skills that employers value.
- Teaching, learning and assessment are good with very comprehensive and thorough planning for practical assessments that engages and motivates apprentices to progress.
- Tutors and employers provide good learning and pastoral support with effective use of the virtual learning environment to support independent learning.
- Tutors effectively help apprentices develop their English and mathematics skills. Tutors are good at promoting the benefits of developing these skills and apprentices recognise their importance in the workplace.
- Senior managers have set a clear direction for developing and improving the provision with high expectations from staff.
- Performance management is good with a strong focus on ensuring that apprentices successfully achieve their qualification and progress into sustained employment.
- Senior managers have developed highly effective partnership arrangements with employers that help provide high quality practical training for apprentices.

### This is not yet an outstanding provider because:

- Apprentices' timely achievement of English and mathematics skills qualifications, particularly those aged over 19, requires improvement.
- The proportion of outstanding teaching sessions is low.
- The planning of theory sessions does not ensure that they meet apprentices' individual learning needs.
- The outcomes from the internal observation of teaching, learning and assessment do not sufficiently contribute to staff development to improve further the quality and pace of learning.

## Full report

### What does the provider need to do to improve further?

- Improve the observations of teaching, learning and assessment so that managers can more clearly identify what tutors need to do to improve, and ensure that these are well defined in improvement plans for tutors to further improve apprentices' learning experience.
- Develop the planning of theory sessions to ensure that they take into account the result of initial assessments and better meet the needs of all apprentices, increasing the variety of learning activities.
- Ensure that short-term targets set for apprentices are more concise by giving clear written information on what apprentices need to complete and the skills they need to improve between assessment visits.
- Further develop learners' interaction with the virtual learning environment so that they can use the resources more effectively in their independent learning.
- Improve the timely achievement of adult learners English and mathematics qualifications by better monitoring of their progress and provide more support to ensure that they achieve within their planned time.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Overall success rates for apprentices are above the national average and have remained so for the last three years. The proportion of apprentices who complete their programme within their planned time is above the national average during the same period.
- Success rates for hairdressing intermediate apprentices aged 16 to 18 declined in the period 2011/12 to below the national average as a high number of apprentices from one large employer left employment due to redundancies. The provider's 2012/13 data indicate a continued improving trend in overall success rates and a significant improvement in success rates for intermediate apprentices aged 16 to 18.
- Success rates and the completion within planned timescales for hairdressing advanced apprentices, which is the largest group of apprentices, have remained high and significantly above the national average for the last three years. The very small numbers of engineering and business administration apprentices are making good progress to complete their qualification. Current hairdressing apprentices are making exceptional progress.
- Apprentices are successful at achieving their functional skills in English and mathematics with most 16 to 18-year-old apprentices achieving early in their programme. The achievement of functional skills, within planned timescales, for apprentices aged over 19 requires improvement. Apprentices have a good understanding of how developing these skills has a positive impact on their life outside the requirements of the qualification.
- A high number of apprentices progress from the intermediate qualification to the advanced programmes and apprentices are encouraged to progress to higher-level functional skills. Most apprentices are successful at gaining sustained employment at the end of their training programme, and many progress to supervisory positions early.
- Apprentices develop good practical skills in hairdressing, gain confidence and are motivated to progress. They become confident in advising clients on their hair-care choices, quickly improving their communication skills and providing good customer service. Employers value the skills that they develop and can identify the positive impact this has on their business.

- There are no significant differences in achievement of different groups of apprentices. For the small number of apprentices that require additional learning support their achievement is equal to their peers.
- Apprentices confirm that their studies have increased their personal confidence and motivation; they enjoy their training and can recognise how it is improving their employment opportunities.

### **The quality of teaching, learning and assessment**

Good

- Assessment practice is very good reflecting the high numbers of apprentices who successfully gain qualifications, particularly the improvement in the number of intermediate 16 to 18-year-old learners who have been successful during the current year. Assessors and employers have high expectations of their apprentices whom they challenge to develop their practical skills and progress quickly. Employers have good levels of commitment to the apprentice programme and support for learners.
- Forward assessment planning is good and supports apprentices' progress and development throughout their programmes. Assessors are clear about how to link assessments to maximise assessment opportunities. Apprentices benefit from frequent and flexible assessor visits, which meet their needs and employers' work schedules. Coordination of on- and off-the-job training is very good and apprentices' commercial work is linked well to the needs of the qualification. Apprentices receive good individual coaching to develop their hairdressing skills and have high numbers of hairdressing clients of sufficient variety to enable them to develop their skills quickly. Tutors are good at helping apprentices understand the links between their practical and theoretical learning.
- Feedback on apprentices' assessments is timely and helps them understand what they need to do to improve. Assessors accurately record learners' achievement and progress. Most apprentices effectively use electronic portfolios accurately and keep them up to date. In some cases assessors take too much responsibility in updating apprentices' electronic portfolios.
- The planning of theory sessions requires improvement; they do not meet apprentices' individual needs. In weaker sessions, teaching relies too much on the use of the virtual learning environment with insufficient variety of activities to accommodate the learning styles of all apprentices.
- Tutors effectively help apprentices develop independent study skills and to access and use the virtual learning environment remotely to enhance and progress their learning. Apprentices value the flexibility that this resource brings to their learning.
- Learning support is good to develop English, mathematics and functional skills. Apprentices develop functional skills early in the programmes and are able to relate them well to their work. Apprentices are able to identify the benefits of developing these skills. Pastoral support is good and helps apprentices overcome barriers to learning.
- The review process takes place frequently and provides good information on the rate of apprentices' progress toward completing their qualification and their functional skills. In most cases, the employer is present with the apprentice and the assessor to set targets for the work that needs to be completed before the next assessment visit. However, short-term target setting in individual learning plans is not sufficiently clear.
- Initial assessment is good and identifies where additional support is required. Support is provided adequately for the small number of apprentices who require additional help. However, the results from initial assessment are not always clearly linked to the planning of learning.
- The standards of accommodation where formal theory learning takes place in salon environments is in most cases good. However, in a minority of cases, the environment is not conducive to creating a positive learning environment with apprentices being cramped and restricted when carrying out their work. In group sessions, there are not always sufficient resources to support learning, for example, too few calculators available.

- Information, advice and guidance are provided by Hair and Beauty Industry Training (HABIT) tutors who use their commercial understanding of the hairdressing industry to advise apprentices well on the options available to them within the industry. Tutors encourage apprentices to progress to higher-level qualifications and higher functional skills. Tutors are clear about the next steps apprentices will need to take to make progress.
- Tutors cover equality and diversity topics thoroughly at induction and apprentices have a good understanding of their rights and responsibilities and the complaints procedure. Staff provide a good level of information on safeguarding and aspects of healthy living. Apprentices have a good understanding of bullying and harassment. They know how to deal effectively with cyber-bullying.
- The induction process relies too much on the use of the virtual learning environment with the weaker sessions insufficiently engaging apprentices. Re-enforcement of equality and diversity and safeguarding learning takes place at progress reviews but, in a minority of reviews, there is not enough discussion to extend apprentices' wider understanding of relevant issues.

### The effectiveness of leadership and management

Good

- Improving outcomes for apprentices is a key priority of senior managers who have high expectations of what apprentices can achieve within challenging and realistic timescales. The leadership team has a far-reaching realistic vision for developing the range and scope of provision. The existing and very effective employer partnerships are selected carefully to help provide high quality workplace training. HABIT have successfully extended their provision to provide apprenticeships in engineering and business administration. Staff and employers understand this vision and show a clear commitment to high quality training and development that has led to improved standards.
- Staff are well qualified. They use their knowledge and regularly-updated industry experience to ensure that learners meet the demanding but achievable targets to complete their assessed work on time and demonstrate high quality skills and techniques in the salon.
- The system for appraising tutors and assessors' performance and capability is comprehensive. Managers routinely and thoroughly evaluate the quality of assessment and the feedback that learners receive to help them improve. Managers provide underperforming staff with appropriate support. They use annual appraisals effectively to set improvement and professional development targets for assessors and to reward those assessors whose apprentices succeed and complete their qualifications on time. However, the systems for evaluating the quality of teaching and learning require further improvement to ensure that areas for staff development are more clearly identified.
- The self-assessment process is very effective. Managers gather the views of users through online and face-to-face surveys and questionnaires. They make good use of the views of employers and apprentices to improve the experience and the achievements of apprentices. Self-assessment is part of a self-critical process that includes all staff.
- HABIT has clearly defined and responsive quality assurance systems. Data are used effectively and managers quickly identify areas of underperformance, for example, through the monthly case meetings that review the progress that each apprentice makes.
- Managers set clear targets for development including improvements in teaching and learning. However, success criteria in the quality improvement plan are not always sufficiently detailed and measurable.
- Managers have invested time and resources in a well-resourced and carefully focused virtual learning environment to support their training model. Apprentices benefit from their access to vocationally appropriate knowledge, skills and understanding both within and outside the workplace. Managers know, however, that the virtual learning environment does not yet sufficiently provide a clear route through the resources for apprentices, employers and assessors to develop learning plans more fully. Plans are at an advanced stage with an external consultant

to fully develop the interactivity of the virtual learning environment and further improve teaching and learning.

- HABIT prepares employers well to engage effectively in the assessment and quality assurance of apprentices' work. Employers value their relationship with HABIT. Employers and apprentices benefit from high expectations and an innovative, thorough, and flexible approach to the assessment of workplace learning. Their training makes apprentices ready for permanent employment, for progression to higher-level qualifications and, for some apprentices, rapid promotion to salon management.
- Managers have improved resources for equality and diversity. Assessors promote equality and diversity during induction and through regular progress reviews. Managers regularly update aspects of equality and diversity on the virtual learning environment. Apprentices and staff review how these aspects contribute to their work and relationships with clients and with each other. However, in a minority of cases staff and apprentices do not take regular opportunities to use these resources well. Employers, trainers and assessors manage apprentices' behaviour at work and in formal training sessions well.
- The number of apprentices from under-represented groups is characteristic of the communities in which salons are located.
- HABIT meets its statutory requirements for safeguarding apprentices. Managers keep up-to-date and accurate records of Disclosure and Barring Service checks. Managers and staff expect employers to provide safe and secure work places for apprentices. They ensure that all premises in which apprentices work have appropriate risk assessments. Incidents of bullying and harassment are exceedingly rare. Apprentices know about the complaints procedure. They have access to policies and procedures and appreciate how these contribute to their high levels of satisfaction. Apprentices enjoy their learning and are increasingly confident.

**Record of Main Findings (RMF)****Hair and Beauty Industry Training Ltd**

Inspection grades are based on a provider's performance:  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships
Overall effectiveness	2	2
Outcomes for learners	2	2
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Hairdressing</b>	<b>2</b>

Type of provider	Independent learning provider								
Age range of learners	19+								
Approximate number of all learners over the previous full contract year	Full-time: 199								
	Part-time: N/A								
Principal/CEO	Patricia Sinclair Director								
Date of previous inspection	August 2008								
Website address	http://www.habitr.com/about.html								
Provider information at the time of the inspection									
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
Full-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Part-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Number of traineeships	16-19			19+			Total		
	N/A			N/A			N/A		
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18	19+			
	28	5	11	43	N/A	N/A			
Number of learners aged 14-16									
Full-time	N/A								
Part-time	N/A								
Number of community learners	N/A								
Number of employability learners	N/A								
Funding received from	Skills Funding Agency (SFA)								
At the time of inspection the provider contracts with the following main subcontractors:	■ None								

## Contextual information

Hair and Beauty Industry Training Ltd (HABIT), founded in 2003, provides training mainly in hairdressing, nationally, to a variety of predominantly large employers throughout the country. It is a privately owned company with two directors. A small number of learners are following courses in engineering and business administration. Training programmes are funded by the Skills Funding Agency. The head office for HABIT is located in Castle Eden near Hartlepool. Training is provided mainly on employers' premises.

## Information about this inspection

<b>Lead inspector</b>	Stephen Miller HMI
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Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by a company director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.



## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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