

## North East Employment and Training Agency

### Independent learning provider

<b>Inspection dates</b>		24–27 June 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Requires improvement-3
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:

- The success rates and achievements of the vast majority of apprentices and learners have improved and are now good.
- Adult skills learners develop good personal, social, and employability skills that help them prepare for employment and further learning.
- Apprentices produce a good standard of practical work and acquire good communication skills for working with clients.
- Tutors offer good individual coaching and strong support to learners in the workplace that helps learners and apprentices improve their skills and make good progress.
- Initial assessment is good and ensures that learners get good support in improving their literacy and numeracy skills.
- Employers are highly committed and make good contributions to the training of learners.
- Leaders, managers and all staff have high expectations of learners and help them overcome any personal barriers to their learning.
- Strong and focused management and well-targeted actions have driven significant improvements in the quality of teaching, learning and assessment and outcomes.
- Extensive partnerships contribute well to ensuring that training programmes meet the needs of learners, employers and regional priorities.

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

- The success rates of apprentices within the planned time are not yet consistently high.
- Not enough teaching, learning and assessment are outstanding and some practices are not consistently implemented well enough.
- Not all management quality processes are as yet fully implemented.
- The promotion of learners' understanding of equality and diversity is not sufficiently well developed through learning activities.

## Full report

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

- Increase success rates within the planned time so that they are consistently high.
- Further strengthen arrangements to assure the quality of teaching, learning and assessment by:
  - focusing more strongly on the impact on learning and making full use of observation records to consistently share good practice and produce sharply focused action plans for improvement
  - ensuring timely written feedback is consistently given to learners.
- Review and monitor management quality processes to ensure that they are all working effectively and fully implemented to support self-assessment and ongoing improvements.
- Extend the active promotion of learners' knowledge of equality and diversity within their learning activities by providing staff training to improve tutors' knowledge of techniques, learning materials and methods.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Outcomes for apprentices and adult skills learners are good. The vast majority of apprentices and learners make good progress towards their learning goals. Nearly all apprentices produce good practical work that meets qualification requirements and reach the appropriate standards to meet employer needs. The number of young and adult apprentices completing in the planned time has slowly improved and in 2012/13 was just above national averages.
- The success rates for apprentices in the 16–18 age group, within the planned time and overall, at both intermediate and advanced level were low in 2011/12. They improved significantly to above the national rate in 2012/13. Provider data on in-year success rates show a further increase in the number of apprentices who successfully achieved in 2013/14 and have now left training. Adult skills learners achieve good outcomes in English, mathematics and information and communication technology (ICT).
- The gaps between outcomes for particular groups of learners were high in 2012/13 but are reducing considerably in 2013/14, particularly between learners in different age groups and between males and females. During the last three years advanced apprentices achieved higher success rates than intermediate apprentices. The small proportion of male learners achieve less well than females, although more complete within the planned time. Learners with learning difficulties and/or disabilities and those receiving additional learning support currently achieve better than their peers. There are too few learners from minority ethnic backgrounds to make meaningful comparisons.
- All apprentices and adult skills learners improve their personal, social and employability skills. Hairdressing and beauty therapy apprentices develop good organisational and customer service skills and improve their functional skills in English and mathematics.
- Many adult skills learners start programmes with few prior qualifications. As a result of their learning, some confirm they feel less isolated while many gain confidence and develop good communication skills. They raise their aspirations and learn valuable skills in searching for jobs and how to apply for them. They become confident enough to share their new knowledge with their peers.
- The achievement of functional skills by learners is good and success rates are high for many in English, ICT and mathematics. Apprentices make good progress in improving their mathematical skills and understanding of technical language and specialist terminology.
- The proportion of learners progressing to higher level qualifications or having their employment status confirmed is high. Through good support from their employers, apprentices produce good

work in the workplace. Apprentices extend their skills and knowledge by pursuing additional short qualifications. Many adult skills learners move on to further training or employment.

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

Good

- Teaching, learning and assessment are good. Tutors inspire and motivate learners and apprentices and the expectation that they will achieve high standards is reinforced by committed employers. Tutors establish supportive but professional working relationships with learners and give them good guidance when they need extra direction. This support encourages them to succeed.
- Training and coaching sessions in salons and workplaces are particularly good in both hairdressing and beauty therapy. The quality of group teaching and learning in training centres is more variable. Hairdressing tutors create productive learning environments and set learners challenging tasks that provide opportunities for them to extend their skills. Tutors plan and provide good individual coaching in salons to enable all learners to make good progress. Tutors use precise demonstrations to teach practical techniques and set homework for all learners to develop their independent learning skills.
- Tutors know their learners well and adapt their questioning to reflect each learner's level of experience within salons. Tutors help learners understand theoretical knowledge. Many hairdressing learners benefit from good employer commitment and organised opportunities to attend additional training and seminars. The discrete teaching of functional skills and teaching on the adult skills programme are good. Classes are small and teachers use one-to-one coaching effectively in functional skills training sessions.
- Features of the small amount of less successful teaching include using learning resources that are not adapted to meet individual learner needs, insufficient innovative use of technology to motivate learners and insufficient checks on learning through directed questioning in group sessions. The resources in some learners' files are limited and mainly consist of printed handouts from a restricted number of sources. Accommodation is mostly satisfactory and some is good.
- Learners know how well they are doing and summary records are kept of their individual progress. Managers and tutors review the progress of each learner weekly and swift action is taken if learners are falling behind. Oral feedback on learners' practical work is good, although feedback on the small amount of written work is less developed. The records in some individual learning plans vary in depth and detail. The written comments of a few tutors contain occasional spelling errors.
- Assessment practice is good and feedback is constructive and helpful. Assessors ensure that learners fully understand the assessment criteria and plan assessment activity well with learners. Assessors often ask precise questions to reinforce the knowledge and skills gained. They give constructive feedback to learners who then know what they have to do to improve.
- Assessors ensure that learner reviews are thorough and cover all aspects of the programme, including the development of English and mathematics skills. They ensure learners work towards carefully constructed targets and give good, oral guidance on what they need to prepare for and improve by their next visit. The provider recognises that these targets are not confirmed quickly enough in writing.
- Learners with identified additional learning needs follow individual programmes to improve their English and mathematical skills and achieve their functional skills qualifications. Vocational tutors use available opportunities to extend learners' knowledge of technical language or mathematical measurement as part of their practical work. They guide learners on how to develop their speaking and listening skills when talking to customers and when interacting with other work colleagues.
- Staff work enthusiastically with partner organisations to promote apprenticeship training and a suitable induction ensures that learners understand the requirements of their training programmes. Learners receive satisfactory guidance throughout their training and particularly

good advice and careers guidance are given on how to progress successfully to higher levels or to secure their employment status.

- All staff promote a strong culture of care, respect for others and sensitivity to the individual needs of learners. Adult skills learners are particularly supportive to their peers and often help one another with tasks. The needs of all learners are met particularly well in the workplace. Tutors do not sufficiently promote apprentices' knowledge and understanding of wider equality issues and prepare them for the cultural diversity they would experience outside of the local area. All learners know how to work safely.

## **Hairdressing Apprenticeships**

Good

- Teaching, learning and assessment are good and this is reflected in the good and improving success rates for apprentices and advanced apprentices. Learners conduct themselves professionally and work in good hairdressing salons that offer high quality training in the latest hairdressing techniques. Tutors are excellent role models and have high expectations of their learners.
- Learners work confidently and competently on a range of practical hairdressing services. They demonstrate good skills when completing hair cutting and woven highlights on women's hair. The majority of advanced apprentices work on their own regular clients in their salons. Other learners demonstrate good commercial barbering skills when completing men's short graduated haircuts. They display good techniques when using electric hair clippers, scissors and combs. They use open razors skilfully to make creative designs in facial hair.
- Apprentices make good progress and the majority progress well from their apprenticeship to stylist's roles in their workplaces. They develop good employability skills and their working practices demonstrate good health and safety awareness. Learners compile good photographic evidence of their practical hairdressing skills.
- The majority of training in the training centre is good and some in the workplace is outstanding. In the best sessions tutors plan well to include a wide variety of teaching and learning aids to motivate learners. These one-to-one coaching sessions are well paced and challenge learners. Tutors and learners interact well and learners play an active part in their learning. In some sessions the tutor and employer collaborate to develop the learners' practical skills. Tutors enhance learning in the workplace through a creative use of computers and the internet.
- Tutors' demonstrations of practical hairdressing techniques are particularly effective in developing learners' skills. In the best practice they check learning regularly and use probing questions to test learners' knowledge of theory. However, they do not plan sufficiently to meet all individual learning needs in a few group lessons in the training centre.
- Training is arranged flexibly to meet employers' and learners' requirements. Employers are highly committed to training and the majority provide extra training sessions in the workplace. In particular, most learners extend their skills by attending additional manufacturer training courses, seminars and demonstrations. North East Employment and Training Agency (NEETA) host an annual hairdressing competition and a variety of workshops for employers and learners to update their skills.
- Assessment is good and learners develop strong commercial awareness of practical hairdressing skills. Assessors plan assessments well and give clear verbal feedback which focuses on developing learners' practical skills. A small minority of written feedback is insufficiently detailed. However, almost all learners are fully aware of what they need to do to improve.
- The review process is satisfactory. Reviewers set precise short-term targets for learners. Employers are involved in reviews and understand the targets their learners have to complete. However, learners do not promptly receive a written copy of their targets and this slows their progress. NEETA's new system to address this issue has yet to have a significant impact. Reviewers offer additional interim reviews to those requiring extra support or making slow progress.

- Learners' English and mathematics skills are developed effectively by specialist staff in the training centre where they receive individual support in small classes. Tutors identify any other additional support needs for learners when they start their training programme and arrange specialist support. Information, advice and guidance are good. Learners understand what to expect from the apprenticeship programme. Trainers give good guidance to learners who progress from intermediate to advanced apprenticeships.
- Learners' understanding of equality and diversity requires improvement and only a minority fully understand their importance in hairdressing. Learners receive basic induction training but the majority have insufficient understanding of the wider aspects of equality and diversity they may require if working in a different setting or geographical area.

## Beauty Therapy Apprenticeships

Good

- Teaching, learning and assessment are good which reflects learners' high success rates and their development of good occupational skills. Tutors and employers offer good support and have high expectations that learners will work independently and meet their agreed training and achievement targets.
- Tutors provide particularly good coaching within salons for almost all learners, although teaching is satisfactory for those attending the training centre. Vocationally experienced tutors plan individual learning objectives for each learner for each salon visit which helps learners make good progress. All learners are set independent learning tasks as homework, which the majority complete enthusiastically. Tutors know their learners well and adapt their questioning and activities to suit the learners' experience within their salons.
- Tutors' use of technology has improved since the last inspection. Learners use their learning well as they replicate professional standards, consult with clients and complete beauty services. Their understanding of health, safety and client welfare is good. For example, a learner who had completed a body massage on a client with diabetes was encouraged to build on this knowledge and consider how contra indications influence treatment plans.
- Committed and supportive employers work collaboratively with tutors to support the good development of learners' skills. Informal verbal communication with employers is good but they do not systematically receive sufficient written information to help them complement the training. None the less, one learner who has completed a study programme work placement and started an intermediate apprenticeship is establishing a client base for manicures, pedicures and facials during her first year.
- Accommodation at the training centre is satisfactory and provides suitable assessment opportunities for the small minority of learners who attend. Learners complete optional units and can also attend additional technical sessions, for example, in an introduction to threading and Indian head massage.
- Assessment practices are particularly well planned and assessors provide clear guidance to apprentices about the assessment process. They highlight factors that contribute to their judgements and use these to discuss good practice and areas requiring further improvement. Learners are very clear on what they have achieved well and how improvements can be made. Assessors use assessment outcomes effectively to plan the focus of the next visit. They complete a fully documented learning planner which includes a detailed profile of what work is to be covered and what learners need to prepare. Although this is discussed fully with learners they do not receive a written copy for reference until sometime later.
- All learners complete an initial assessment and diagnostic testing to test their abilities in English and mathematics at the start of their training. The results are used to inform individual learning plans. Tutors construct supportive learner progress reviews which help learners evaluate their own progress. They identify specific tasks and direct them to specific research and additional practice that will help learners meet their learning targets and make further progress.

- Specialist tutors offer good support for learners' development of English and mathematics skills and keep comprehensive records of their progress and achievements. Tutors promote learners' development of English skills within the workplace effectively. Learners articulate well and give good explanations to justify their choice of products and techniques during beauty therapy services. However, tutors do not always pay sufficient attention to supporting learners in improving their spelling and grammar.
- Learners exhibit good client care and can express how they would accommodate clients with varying needs. However, tutors concentrate discussions too much on learners' current experience of equality and diversity practice within their salon, which restricts their knowledge of wider diversity issues. Safeguarding is introduced well. Learners are aware of best practice when providing services for under-age clients.

### **The effectiveness of leadership and management**

**Good**

- Leadership and management are good and have contributed significantly to the improved outcomes for learners. The clear strategic vision and strong sense of purpose reflect the needs of the industry and local priorities. These are well-communicated and shared by all staff. NEETA has high expectations for learners' achievements and this inspires learners to succeed, including many who were previously disengaged from their learning. The provider works particularly well with external stakeholders to ensure that its strategic objectives and targets meet regional and national priorities. The well-developed links with the regional Learning Partnerships, local schools, sixth forms, and Jobcentre Plus help sustain the very good reputation of the company.
- Operational management is good and managers have a good understanding of the performance of tutors and learners through regular weekly staff meetings and monthly senior management team meetings. Managers have considerably improved their use of management information and data since the previous inspection and they now have challenging targets, evaluate the effectiveness of the provision and anticipate future trends. However, management information is not as helpful as it could be because it is not always summarised systematically or consistently.
- Quality assurance is now more rigorous as a result of the good recent management initiatives and actions. Arrangements to observe teaching, learning and assessment processes are leading to improved practice. NEETA places a high priority on improving the recording and monitoring of learners' progress and performance which is mostly good. Teaching, learning and assessment are generally good and often outstanding in salons. However, some quality procedures are not yet sufficiently established. This results in inconsistent practice in some aspects of teaching and learning such as measures to ensure that learners receive timely written feedback following their progress reviews.
- Staff are well-qualified as teachers or trainers and have good industrial experience which enables them to provide learners with particularly good support and guidance. The three-monthly staff reviews are mostly used well to set and review performance targets and professional development needs. However, the impact of staff development activities is not always adequately measured.
- Particularly good partnership working ensures that NEETA maintains a good understanding of local and national agendas and is able to develop a curriculum and provision that is inclusive. NEETA plans programmes well to meet local needs and the close working with employers increases opportunities for learners and the pool of relevant skills for the industry. Learners can develop additional skills and services such as nail extensions, spray tanning, Indian head massage, threading and waxing. NEETA organises hair shows and competitions that enable learners to showcase their skills and to promote the benefits of the training programmes.
- Self-assessment is inclusive and includes good consideration of the views of staff, learners and employers. The well-planned annual staff conference involves staff effectively in meaningful discussions about practice. Actions and targets are specific and clearly understood by all staff. Although in a few places the self-assessment report is too descriptive, inspectors agreed broadly with the majority of its findings.

- Managers use the views of learners, employers and partners' effectively to evaluate and improve programme organisation and the quality of training. Feedback is analysed thoroughly and learner and employer views are collected effectively through an annual questionnaire. The employer engagement officer visits salons monthly and session evaluations are collected twice yearly. Managers take prompt actions following feedback which have led to improved learning resources for example, in the efficiency of computers in one centre and the provision of more 'live' models in the salons. NEETA informs employers and learners of these improvements.
- NEETA has suitable policies and procedures for the management and promotion of equality and diversity. Careful monitoring helps ensure that there are few significant gaps in the performance of different groups of learners, although there are currently no performance or recruitment targets for these groups. Staff are confident to explore wider equality and diversity issues but these are not always identified or discussed sufficiently well to enhance learners' knowledge and awareness. Learners receive very good academic and pastoral support which is particularly important as almost half have additional learning or social support needs.
- The provider meets its statutory requirements to safeguard learners. The checks on staff and systems to manage and record incidents are effective. Records show clearly that any incidents or issues are effectively dealt with. Health and safety and safe working practices are promoted particularly well and potential risks are managed effectively.

## Record of Main Findings (RMF)

### North East Employment and Training Agency (NEETA)

Inspection grades are based on a provider's performance:  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A
Outcomes for learners	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A
The quality of teaching, learning and assessment	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A
The effectiveness of leadership and management	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A

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



## Provider details

<b>Type of provider</b>	Independent learning provider							
<b>Age range of learners</b>	16-18							
<b>Approximate number of all learners over the previous full contract year</b>	226							
<b>Principal/CEO</b>	Managing Director, Susan Briganti							
<b>Date of previous inspection</b>	November 2012							
<b>Website address</b>	Susan.briganti@neeta-ltd.co.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	N/A	125	N/A	N/A	N/A	N/A	N/A	N/A
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	30	14	10	57	N/A	N/A		
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	N/A							
<b>Part-time</b>	N/A							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	125							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>							

## Contextual information

North East Employment and Training Agency Ltd (NEETA) offers apprenticeships and advanced apprenticeships in hairdressing and beauty therapy and employability training for adults wishing to improve their skills in English, mathematics and ICT throughout the area of Tyne and Wear. The percentage of pupils in the local area gaining five or more A\* to C grades at GCSE or equivalent including English and mathematics is 2% below the national average. Unemployment is 2% above the national average. The proportion of the local population without qualifications is more than the national average and the number of people with advanced or higher level qualifications is below the national average. The main employment in the local area is in health, social work and in wholesale and retail trade industries.

## Information about this inspection

### Lead inspector

Fred Brown

Four additional inspectors, assisted by the managing 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 also 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 and these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant 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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