

Andrew Collinge Training Limited

Independent learning provider

Inspection dates

20–23 June 2017

Overall effectiveness		Good
Effectiveness of leadership and management	Good	Apprenticeships Good
Quality of teaching, learning and assessment	Good	
Personal development, behaviour and welfare	Outstanding	
Outcomes for learners	Good	
Overall effectiveness at previous inspection		Outstanding

Summary of key findings

This is a good provider

- Apprentices participate in extensive high-quality and meaningful enrichment activities, where they develop particularly good personal, social and practical hairdressing and salon-specific work skills.
- Apprentices develop their skills and knowledge in outstanding industry-standard training salons.
- Leaders and managers have implemented effective actions to reverse the previous decline in the proportion of apprentices who do not achieve their qualifications.
- Leaders, managers and tutors promote a culture of excellence, which fosters high levels of hairdressing creativity and innovation in apprentices.
- The creative director and tutors use their excellent practical skills and subject knowledge to enable apprentices to produce exceptional standards of practical work.
- Apprentices receive good-quality, flexible support and detailed, helpful oral feedback from their tutors to develop their confidence and skills to a high standard.
- Apprentices demonstrate excellent behaviour and attitudes for work and life.
- The very large majority of apprentices who study at intermediate level make good progress, while advanced-level apprentices are very successful.
- Leaders do not use data to monitor apprentices' progress effectively or to challenge managers and staff on the effectiveness of their actions.
- The teaching, learning and assessment of functional skills English and mathematics requires improvement. Apprentices do not always improve their skills quickly enough; they do not make the progress of which they are capable, particularly the most able apprentices.
- Apprentices do not receive comprehensive careers advice and guidance to enable them to make informed choices about their future career plans. Consequently, too many intermediate apprentices do not secure permanent employment or progress to further study on completion of their apprenticeship.

Full report

Information about the provider

- Andrew Collinge Training Limited (ACT) is a family-owned training provider based in Liverpool. It has provided intermediate and advanced hairdressing apprenticeships for over 35 years. ACT works with over 100 salons across Liverpool, Wirral, Chester, south-west Lancashire and Manchester, with around one fifth of apprentices based in Andrew Collinge salons. The company has two training centres, one in Liverpool and one in Birkenhead. At the time of this inspection, ACT had 161 apprentices, almost four fifths of whom are studying at intermediate level and one fifth at advanced level. The very large majority of apprentices are aged 16 to 18 years. ACT does not work with any subcontractors.
- Approximately 1,406,400 people live in Merseyside, and around one third of the working-age population have qualifications at level 4 or above. This is lower than the regional and national averages. The proportion of learners in Merseyside who achieve five GCSEs grade A* to C, including English and mathematics, is lower than the regional and national averages. Levels of unemployment at 5.4% are higher than the regional and national averages.

What does the provider need to do to improve further?

- Analyse and use accurate and comprehensive information and data reports to monitor apprentices' progress effectively and take swift action to eliminate slow progress and underperformance.
- Improve the competence and confidence of tutors who teach English and mathematics and increase the number of apprentices who achieve their functional skills examinations at the first attempt. Tutors should plan stimulating and challenging lessons in English and mathematics to enable all apprentices to achieve their full potential.
- Ensure that staff provide comprehensive and timely advice and guidance to apprentices throughout their apprenticeship that support them to make informed decisions about their future career and progression plans. The proportion of intermediate apprentices who progress to further study or permanent employment should be increased significantly.

Inspection judgements

Effectiveness of leadership and management

Good

- The recently appointed managing director and apprenticeship director have taken swift action to reverse the two-year decline in apprenticeship achievement rates. In bringing about improvements, leaders and managers have focused on providing good support for apprentices. They have introduced robust and detailed initial advice and guidance, and early intervention support for apprentices whom they identify as being at risk of not achieving their qualification. As a result, the proportion of current apprentices who remain on their programme has improved and is very high for the minority of apprentices on advanced-level programmes.
- Directors and managers have high expectations of tutors and apprentices. They create a culture of excellence which permeates the whole organisation. This enables apprentices to achieve very high levels of practical skills and professional standards. Leaders inspire apprentices, and the creative director and creative team run regular themed workshops which motivate apprentices enormously. As a result, apprentices gain confidence in their hairdressing abilities and develop new skills.
- Leaders and managers ensure that the apprenticeship provision meets the principles of apprenticeship frameworks fully. They successfully design the intermediate and advanced apprenticeship programmes to include maximum opportunities for developing a wide range of skills and knowledge that prepare apprentices very successfully for the hairdressing industry.
- Leaders and managers collaborate very effectively with employers and other partners to ensure that the provision meets local and regional needs. Employers speak highly of the professional standards and skills that the apprentices gain, which benefit their businesses. Leaders and managers work collaboratively with local hairdressing employer forums. They contribute to raising the profile of the hairdressing industry in the locality and as part of the visitor economy within The Liverpool City Region.
- Directors and leaders invest wisely in the hairdressing facilities. Salons are fully resourced, highly professional and competently organised. Apprentices benefit from industry-standard, high-quality resources and training salons which attract a significant number of clients. As a result, apprentices enhance their learning and develop the knowledge and skills they need for work.
- Leaders, managers and tutors promote equality and diversity very effectively to apprentices and employers. Apprentices participate in a wide range of activities that increase their knowledge and awareness of diversity very successfully. For example, as part of the local preparations for the Chinese New Year, apprentices style and dress Chinese clients' hair. This develops their practical skills and deepens their understanding of the diversity of life in modern Britain.
- Leaders address any underperformance of staff successfully through a recently implemented and rigorous performance management system. Leaders have introduced a staff development programme to improve further the quality of tutors' teaching and assessment skills, but it is too soon to judge its impact.
- Apprentices benefit from the high priority that leaders and managers place on the

development of English and mathematical knowledge and skills. All apprentices, regardless of their prior qualifications, willingly participate in English and mathematics lessons, and they apply English and mathematics to the hairdressing industry very successfully. For example, apprentices are confident in using ratios and percentages when they mix hair-colouring products. However, tutors who teach functional skills English and mathematics are not sufficiently qualified and able to develop the English and mathematical skills of all apprentices. Consequently, too few apprentices pass their English and mathematics functional skills examinations at their first attempt. Tutors do not challenge the most able apprentices to achieve their full potential in English and mathematics.

- Self-assessment and quality-assurance processes are comprehensive. They identify accurately the areas requiring improvement. However, managers' observations of lessons which feed into quality improvement are too positive. They do not focus sufficiently on the standard of apprentices' work, the quality of the skills they develop and the amount of progress they make in lessons and over time. Consequently, too many apprentices do not make the progress of which they are capable, particularly the most able.
- The quality and use of data by leaders and managers require improvement. Current data reports are not sufficiently accurate to enable directors and leaders to provide effective scrutiny and challenge to managers and tutors. Consequently, leaders and managers are unable to monitor apprentices' progress rigorously. Leaders identify differences in achievement rates for male and female apprentices, but they do not set clear actions to eliminate these differences. Although the gap has narrowed over time, this remains an area for improvement.
- Leaders and managers do not monitor apprentices' destinations sufficiently and they do not provide appropriate careers advice and guidance. Apprentices do not receive adequate or timely advice about alternative hairdressing-career options and opportunities, such as securing employment in different salons or gaining employment on cruise ships. As a result, one quarter of intermediate-level apprentices do not secure employment, progress onto an advanced apprenticeship or undertake further study. All apprentices who complete their advanced-level programmes secure permanent employment. However, leaders and managers do not collect information on the numbers who gain promotion or a pay rise.

The governance of the provider

- Directors have a good understanding of the strengths and weaknesses of ACT. They provide very good support to the managing director and apprenticeship director. For example, directors are fully conversant with, and supportive of, the actions taken to halt the decline in apprentices who leave their programme early.
- Directors recognised the need to strengthen the governance of ACT in order to improve the quality of provision and outcomes for apprentices. Consequently, they established a new governance board to focus on the training that ACT is providing. However, the board has not yet secured sufficient improvements in intermediate apprenticeship achievements.

Safeguarding

- Safeguarding is effective.
- Managers carry out appropriate checks on all new staff, including disclosure and barring service checks. There is comprehensive scrutiny of job applicants' suitability before appointment.
- Apprentices feel safe and know how to raise any concerns. They are clear about how to keep themselves safe at ACT, at work and online. Managers take swift action when issues arise. They resolve safeguarding concerns very effectively through partnerships with an appropriate range of external agencies.
- Staff and apprentices receive regular and appropriate training in safeguarding and the 'Prevent' duty. As a result, apprentices demonstrate a very good understanding of the dangers associated with radicalisation and extremism and of the potential risks caused by working in a city-centre salon.

Quality of teaching, learning and assessment

Good

- ACT works with over 100 employers, and offers intermediate- and advanced-level hairdressing apprenticeships to 161 current apprentices. The large majority of apprentices study at intermediate level and around 90% are aged 16 to 18 years.
- Tutors have excellent practical skills and in-depth, up-to-date subject knowledge, which correspond with industry standards. They make excellent use of their expertise and passion for hairdressing to motivate and inspire apprentices and to prepare them for the workplace. For example, advanced-level apprentices have a particularly strong knowledge of colour correction and apply this skilfully in practical lessons. They demonstrate high levels of cutting and finishing skills and provide commercially viable services to clients, which reflect their creativity, innovation and flair.
- In most lessons, apprentices benefit from good teaching, learning and assessment and many develop very good practical skills and theoretical knowledge. For example, intermediate-level apprentices competently perform a range of ombre colour-correction techniques, with little assistance from their tutor. The majority of tutors use questioning skills adeptly to assess the progress apprentices make, which encourages them and helps them to develop their skills further. In a minority of lessons, tutors do not challenge the most able apprentices to achieve their potential.
- Tutors provide apprentices with high levels of support in lessons, during practical sessions and in the workplace. Apprentices appreciate the flexible, frequent and effective support they receive. Current apprentices who have specific learning needs make good progress in line with their peers. Employers report that tutors provide good welfare support to apprentices, which helps to keep them safe and on track with their programme.
- Managers and tutors work closely with employers to ensure that apprentices settle into their new role quickly. Tutors and employers work together very successfully to plan apprentices' training. As a result, apprentices know what they have to do to make good progress. The majority of current apprentices are on target to complete by their planned end date.
- Apprentices understand fully the importance of tolerance and acceptance. They demonstrate high levels of respect for their peers, tutors and clients. Tutors promote and celebrate diversity with apprentices using a wide range of activities. For example,

apprentices visit museums to explore slavery and women's rights. They develop their debating skills very effectively through comparing modern-day attitudes with those in the past.

- Tutors review apprentices' progress regularly. They provide apprentices with constructive feedback on their achievements and develop detailed plans to improve their personal and practical skills. As a result, apprentices understand their targets and know what to do to improve and achieve.
- Tutors provide comprehensive oral feedback when apprentices are developing their skills in the salon. However, tutors' feedback on apprentices' written work is not consistently helpful, constructive and explicit. As a result, apprentices do not always know how to improve their written work and what they need to do to fulfil the assessment criteria.
- Tutors promote the importance of developing apprentices' English, mathematics and information and communication technology (ICT) skills continually. Apprentices understand fully the importance of refreshing and updating their skills so that they are better prepared for work. For example, tutors have established occupationally relevant projects which develop apprentices' ICT, English and mathematical skills. These include a good range of activities that are more complex for the most able apprentices. Apprentices enjoy working on the projects, which enable them to develop a wide range of relevant skills such as analysing data on salon services and sales using a range of measures and producing a poster and discount voucher to promote the least popular services.
- Tutors do not plan functional skills English and mathematics lessons consistently. They do not set apprentices individual targets for each lesson and too often apprentices cannot recall the skills they need to improve. As a result, apprentices do not always improve their skills quickly enough and do not make the progress of which they are capable.

Personal development, behaviour and welfare

Outstanding

- Apprentices thoroughly enjoy their time at ACT. They are incredibly enthusiastic and demonstrate exemplary attitudes to learning. Apprentices mirror the culture of excellence promoted by directors, managers and tutors. They demonstrate a highly positive and professional attitude towards their peers, tutors and clients. Apprentices are proud of their achievements and they produce work of a high standard using their practical skills. For example, apprentices demonstrate independence and skill in carrying out freehand cutting while communicating confidently with their clients.
- Apprentices participate enthusiastically in carefully planned, extensive and outstanding enrichment activities, which develop their oral skills, self-confidence and hairdressing skills very quickly. For example, apprentices who enter the annual ACT inter-salon competition describe how preparing for, and participating in, the competition and being judged by three eminent hairdressers has built their confidence greatly and developed their skills beyond their expectations. The philanthropic works of the founders and directors of ACT result in a broader experience for apprentices to develop their social, moral and ethical values very successfully. For example, apprentices provide excellent hairdressing services to children with terminal illnesses, their carers and parents, and to young people from deprived parts of the community. Consequently, apprentices develop as thoughtful, caring and active citizens.

- Tutors promote the importance of tolerance, respect and democracy very commendably. Apprentices have a highly developed understanding of British values and they know how to apply them in their lives and at work. For example, following a visit to the Andy Warhol exhibition, apprentices explore lesbian, gay and bisexual prejudice in the 1960s and compare it to contemporary British values. Apprentices feel safe and they have a clear awareness of the risks of working in a city-centre salon. They know how to report any concerns regarding their well-being. Apprentices explain very clearly their understanding of the risks associated with radicalisation and extremism.
- Apprentices have an excellent understanding of how to stay safe online. For example, apprentices describe how they immediately changed their online profile and security settings, and helped their family members and friends to do the same, because of an activity highlighting an individual's vulnerability due to the amount of personal information they disclose online.
- Tutors develop apprentices' understanding of their rights, roles and responsibilities in the workplace and the community extremely effectively. Apprentices enjoy the weekly lessons they attend and they engage intelligently in discussions on topics including bullying, keeping safe at work and employers' responsibilities to their employees. Apprentices are able to give relevant examples of applying their learning in the workplace, the training salon and the communities in which they live.
- Apprentices have an excellent understanding of how to keep themselves emotionally and physically fit and healthy. Tutors provide highly effective pastoral support during apprentices' reviews and focus primarily on their health and welfare. Where appropriate, tutors refer apprentices promptly to suitable external agencies, such as smoking cessation clinics and mental health services, if the need arises. Apprentices benefit from regular pastoral reviews, during which they discuss relevant topics, for example staying hydrated at work and eating healthily and regularly during a busy shift in a salon.
- Apprentices benefit from outstanding industry-standard facilities in highly professional salons. For example, apprentices develop excellent teamworking, time management and problem-solving skills by working on a wide range of clients in challenging and demanding commercial conditions. Apprentices demonstrate very good levels of self-confidence and highly effective communication skills.
- Attendance is high in salon training sessions and theoretical lessons. Apprentices arrive on time with the necessary equipment and are enthusiastic and eager to learn.

Outcomes for learners

Good

- Apprentices develop high-quality practical skills and produce written work of a good standard. As a result of teaching, training and support from knowledgeable and well-qualified staff, apprentices work to high-level industry standards. Consequently, the large majority of current apprentices are making good progress from their starting points. Tutors provide the small cohort of apprentices who are not making the expected progress with high-quality, focused and effective support to enable them to complete their apprenticeship by the planned end date.
- Leaders and managers have made good progress in reversing the two-year decline in achievement rates for intermediate apprentices. However, although current apprentices

are expected to complete their apprenticeship by the planned end date, too many intermediate apprentices have already left the programme early without completing it. Consequently, this is still an area for improvement.

- The decline in achievement rates for advanced apprentices aged 16 to 18 has been reversed and the vast majority of these apprentices remain on their programme to the end and succeed. The small proportion of advanced apprentices aged 19 to 23 who achieve their apprenticeship is very high and is significantly above the national rates.
- Progress for current apprentices who have learning difficulties and/or disabilities has improved significantly from the previous year and is now good and in line with their peers. Leaders and managers have made good progress in narrowing the achievement gap between male and female apprentices. However, further improvements are required to increase the proportion of male apprentices who remain on their programme until the end and complete it successfully.
- Progression for intermediate apprentices is not yet good enough because a quarter of them do not secure employment, progress onto an advanced apprenticeship or undertake further study. Progression into permanent employment is excellent for the small number of advanced apprentices. However, leaders and managers do not know how many of them gain a promotion or a pay rise because they do not collect this information.
- The majority of current apprentices who take examinations in English and mathematics have already completed or are on target to achieve their qualification within the set period. However, the management of functional skills requires further improvement because too few apprentices pass their English and mathematics examinations at their first attempt.

Provider details

Unique reference number	50411
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	248
Principal/CEO	Alison Gibson
Telephone number	0151 706 7935
Website	www.andrewcollinge.com

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	-	-	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	124	3	20	14	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

Information about this inspection

The inspection team was assisted by the apprenticeship director, as nominee. Inspectors took account of the training provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the training provider.

Inspection team

Alison Cameron Brandwood, lead inspector	Her Majesty's Inspector
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Denise Olander	Her Majesty's Inspector
Josephine John	Ofsted Inspector
Gareth Fallows	Ofsted Inspector

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