

# Inspection of Toni & Guy UK Training Limited

Inspection dates:

6 to 9 February 2023

## Overall effectiveness

**Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Information about this provider

Toni & Guy UK Training Limited (T&G) is an independent learning provider that provides education and training in the hairdressing sector. Apprentices are employed in around 140 T&G directly owned and franchised salons across eight regions in England. There are two academies and four regional hubs which the large majority of apprentices attend for their off-the-job training. Around one quarter of apprentices attend training in their salons. The academies are located in London and Manchester. The regional hubs are in Bury St Edmunds, Birmingham, Brighton and Leeds.

At the time of the inspection, T&G had 146 apprentices studying the level 2 hairdressing professional standards-based apprenticeship. Most apprentices are aged 16 to 18.

## **What is it like to be a learner with this provider?**

Apprentices enjoy the fun and exciting experiences they have on their apprenticeship. They value the supportive culture that their tutors have established. Apprentices are confident to express their views. They appreciate how much their tutors and peers respect the contributions that they make. Apprentices are proud to study at T&G.

Apprentices are enthusiastic and motivated to succeed. They develop substantial new knowledge, skills and behaviours. Many apprentices use colouring techniques, including colour correction and tonal weaving, that go beyond the requirements of their apprenticeship. A few apprentices who attend training in their salons do not make as good progress as their peers who train in the academies or hubs.

Apprentices develop high levels of confidence and maturity on their apprenticeship. They carry out shampooing, conditioning and blow-drying treatments at work, which employers value. Most apprentices progress with the T&G group onto their 'pre-vardering' and 'vardering' graduate training programme.

Apprentices thrive in a safe and inclusive environment. Transgender apprentices feel safe and take part in their learning. Apprentices follow correct health and safety practices in the salon. They wear gloves when shampooing to prevent developing dermatitis. Apprentices appreciate the personal safety alarms that leaders provide.

## **What does the provider do well and what does it need to do better?**

Leaders and managers have established an inclusive and friendly culture in the T&G academies, hubs and salons. They source bursaries to support apprentices who are leaving care. Leaders work with employers to support apprentices who are in financial difficulties to attend their training. Apprentices reflect T&G core values including positivity, trust, equality of opportunity, and continuous improvement. They demonstrate these attributes in work and during training sessions.

Leaders and managers have developed a suitably ambitious curriculum that meets the needs of apprentices and their employers. They design the curriculum in collaboration with T&G partners to provide a pipeline of hairdressers for the T&G chain of hairdressing salons. Apprentices study perming to develop this skill ready for their progression onto their next steps as senior stylists. Most apprentices develop the strong foundations they need for a career in the hairdressing industry.

Leaders and managers have developed a curriculum that is logically sequenced and builds on apprentices' knowledge, skills and behaviours over time. Apprentices start by learning about consultation, and progress onto shampooing. They learn about the science behind blow-drying and setting while developing these practical skills. Finally, apprentices move on to more technical skills, such as cutting, colouring and perming. Apprentices revisit the skills that they learn early in their programme, such

as sectioning the hair, frequently. For example, when applying a regrowth colour, apprentices check the hair is tangle-free and appropriately sectioned to avoid a patchy result.

Apprentices benefit from high-quality education and training. Tutors are highly skilled hairdressers who have worked in the industry for many years. They remain current by working in salons and attending training, such as balayage hair colouring. Leaders ensure that tutors are qualified teachers or working towards a teaching qualification. Staff attend training to improve their teaching skills, such as providing effective feedback to apprentices. Apprentices benefit from detailed feedback that they receive from their tutors. They are clear about their progress and know what they need to do to improve. Following feedback from their tutors, apprentices perfect the technique of cutting and styling a classic bob.

Most tutors use a range of teaching activities so that apprentices know more and can do more. Tutors use questioning effectively to encourage apprentices to recall information and apply it, for example when practising cutting techniques on a mannequin head. They use demonstration to rectify misconceptions, such as the correct direction the hair should be held to produce the desired cut. Apprentices are confident to ask their tutors for advice when they need it.

Leaders provide a range of appropriate and effective support for most apprentices with additional learning needs. Apprentices benefit from strategies to improve their short-term memory, such as prompt cards for mixing colours. Tutors provide overlays and consultation sheets that are printed in a range of colours to support apprentices when reading text. Apprentices with special educational needs and/or disabilities achieve at least as well as their peers.

Most apprentices take ownership of their own learning. They work purposefully on the activities their tutors set for them. Apprentices speak confidently about what they need to do to improve their skills. For example, they understand why clear and precise sectioning is so important in the application of foils when colouring hair.

Leaders do not always use the information about apprentices' starting points to plan individualised learning. Tutors do not inform most apprentices about how to achieve the highest possible grade in their final assessment. Although most apprentices progress well on their apprenticeship, not all make as rapid progress as they could.

Apprentices improve their English and mathematical skills alongside their practical hairdressing skills. They use the speaking and listening skills that they develop to carry out consultations that are responsive to the needs of their clients. Tutors reinforce apprentices' mathematical knowledge, for example by using protractors to demonstrate the angles required for a precision haircut. Leaders have not planned a curriculum so that apprentices achieve their English and mathematical functional skills qualifications early enough in their programme. Apprentices who need to complete this element of their apprenticeship are making slower progress than their peers.

Apprentices benefit from a personal development curriculum in which they learn about a range of topics, including equality and diversity, the 'Prevent' duty and money management. They use quiet spaces for clients undergoing cancer treatment who are having hairpieces and wigs fitted. Tutors ensure that apprentices understand the need to be physically and mentally healthy. Tutors correct apprentices' posture while they work. They teach them to use the mirrors instead of bending awkwardly to check that hair tension is even.

Apprentices appreciate the advice and guidance that they get about their career progression in the T&G group. They understand the opportunities open to them, including working globally in T&G salons. However, leaders do not ensure that apprentices receive unbiased careers advice and guidance.

The chief executive officer and strategic board hold leaders to account effectively. They have a clear focus on quality improvement and challenge managers on aspects including the progress that apprentices make. The board views apprenticeships as a key priority to the overall success of the T&G group.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers place a high priority on safeguarding and protecting their apprentices. The designated safeguarding lead and deputies have the appropriate experience and training to carry out their roles effectively. They keep up to date through the links they have developed with external agencies, including the local authority designated officers, regional 'Prevent' duty coordinators and homeless charities.

Staff receive appropriate training on safeguarding and the 'Prevent' duty. Tutors discuss topics such as healthy relationships, online safety, and drugs and alcohol misuse with apprentices. Apprentices understand the dangers they may encounter locally, such as knife crime.

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

- Leaders should ensure that apprentices achieve their full potential by using the information about their starting points to plan an individualised curriculum, target apprentices to achieve high grades, and ensure that apprentices who attend training in their salons progress at least as well as their peers who are trained in the academies or hubs.
- Leaders should ensure that apprentices who need to complete their English and mathematics functional skills qualifications do so as early as possible in their apprenticeship so that they make at least as swift progress as their peers.
- Leaders should ensure that apprentices receive unbiased careers advice and guidance so that apprentices understand a range of career opportunities.

## Provider details

<b>Unique reference number</b>	58591
<b>Address</b>	Queens House Queens Street Manchester M2 5HT
<b>Contact number</b>	0161 8328282
<b>Website</b>	<a href="http://www.toniandguy.com">www.toniandguy.com</a>
<b>National director of apprenticeships</b>	Cathy Weston
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	10 to 13 May 2016
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the national training manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Alison Cameron Brandwood, lead inspector	His Majesty's Inspector
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