



TRAINING STANDARDS COUNCIL

INSPECTION REPORT AUGUST 2000

GeTaHead Training

SUMMARY

GeTaHead Training provides satisfactory training in hairdressing. The trainees' work is of a good standard, the training options are flexible and retention rates are good. Opportunities to relate trainees' skills to the NVQ requirements are often missed and trainees make slow progress towards the achievement of NVQs at levels 2 and 3. GeTaHead Training promotes equal opportunities well in its own salon and training centre, but does not adequately monitor the equal opportunities practices of all employers. The organisation provides effective additional support for trainees, but fails to record this support systematically. Good records on the progress of trainees are kept but there is a general over-reliance on informality, with few established management systems and procedures. There are inconsistencies in the quality of training across the organisation. Some employers' training is of a higher standard than others and there is no structured monitoring to ensure consistency.

GRADES

OCCUPATIONAL AREAS	GRADE
Hair & beauty	3

GENERIC AREAS	GRADE
Equal opportunities	3
Trainee support	3
Management of training	3
Quality assurance	4

KEY STRENGTHS

- ◆ flexible training options
- ◆ frequent NVQ action-planning and target-setting
- ◆ comprehensive internal verification
- ◆ good retention rates

KEY WEAKNESSES

- ◆ missed NVQ training and assessment opportunities
- ◆ slow achievement of NVQs
- ◆ insufficient monitoring of training activities
- ◆ inconsistencies across the training provision
- ◆ over-reliance on informality

INTRODUCTION

1. GeTaHead Training offers training in hairdressing. It is based in the centre of Retford, in north Nottinghamshire. GeTaHead Training has had a contract with North Nottinghamshire training and enterprise council (TEC) since April 1999. Before this, it traded as S. R. Training, and, from 1997, had a direct employer's contract with the TEC to train its own employees at the Scarlet Ribbon salon in Retford. Since becoming GeTaHead Training it has offered training leading to national vocational qualifications (NVQs) for modern apprentices and national trainees employed by local salons. The two partners of GeTaHead Training have been involved in education and training for over 20 years within the further education sector and for nine years as proprietors of the Scarlet Ribbon salon. They employ two members of staff. Before starting their own NVQ training, the Scarlet Ribbon partners used local training organisations to enable their trainees to gain NVQs.

2. GeTaHead Training has 23 trainees on NVQ hairdressing programmes at levels 2 or 3. There are 18 modern apprentices and five national trainees and they are all employed. The training provider employs 10 of the trainees in its own salon in Retford. There is a training centre above the salon. The other trainees are employed in five salons in Retford and Worksop. The trainees take key skills and an NVQ at level 2 in customer service as part of their training programmes. Since 1997, 31 trainees have started NVQ programmes. Of these, two are on maternity leave and one is on sick leave. One trainee is now over 25 years old and is no longer funded by the TEC, but is still working towards achieving an NVQ.

3. The unemployment rate in Nottinghamshire in July 2000 was 5.2 per cent, compared with the national average of 3.8 per cent. Less than 1 per cent of the population in north Nottinghamshire is from a minority ethnic group. In 1999, the proportion of school leavers in Nottinghamshire achieving five or more general certificates of secondary education (GCSEs) at C or above was 43.4 per cent, compared with the national average of 47.9 per cent.

INSPECTION FINDINGS

4. GeTaHead Training produced its first self-assessment report in December 1999, in preparation for this inspection. One of the two partners of the organisation took responsibility for the self-assessment report. An action plan was produced from the self-assessment report. It was reviewed once before the inspection. The review date was later than planned and a number of targets have been missed and deferred.

5. A team of three inspectors spent a total of 12 days at GeTaHead Training in August 2000. Inspectors examined training materials and the awarding body's paperwork. They interviewed all four of GeTaHead Training's staff and visited all six workplaces. Six workplace supervisors were interviewed, two at one salon. One salon's workplace supervisor was on holiday. Nineteen trainees were interviewed. Inspectors examined assessment and internal verification records, records of trainees' progress, trainees' progress review paperwork and NVQ portfolios. They observed training and assessment activities in the trainees' salon workplaces and in the training centre.

Grades awarded to training sessions

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Hair & beauty	1	1	3	2		7
Total	1	1	3	2	0	7

OCCUPATIONAL AREAS

Hair & beauty therapy (hairdressing)

Grade 3

6. GeTaHead Training has 11 trainees taking an NVQ at level 2 and 12 trainees taking an NVQ at level 3 in hairdressing. Eighteen trainees are modern apprentices and five are national trainees. Some trainees also take an NVQ at level 2 in customer service. All the trainees are employed and the trainees following NVQs at level 3 are stylists in the salons. All of the practical skills training and assessments are carried out in the trainees' salons. The GeTaHead Training trainer/assessor visits either monthly or fortnightly to teach theory, give support and, if appropriate, conduct assessments of practical work. Trainees who are working towards an NVQ at level 2 use self-study packs and textbooks. All GeTaHead Training trainers and assessors have or are working towards relevant vocational trainers and assessors' qualifications and have occupational experience. Over the past three years, 24 modern apprentices started training. Five left before gaining a qualification, seven have achieved an NVQ at level 2, 11 have achieved an additional NVQ in customer service at level 2, and one trainee is taking an NVQ at level 3. The retention rate for this period is 75 per cent. Of the two national trainees who started training in 1999-2000 one is still in training, having

achieved an NVQ at level 2 in customer service and one left with no qualifications. The four trainees who started in 2000 are all still in training. The retention rate for national trainees is 83 per cent. The inspectors agreed with some of the strengths and weaknesses in GeTaHead Training's self-assessment report. Inspectors identified further occupational strengths and weaknesses. Inspectors awarded a lower grade than that given in the self-assessment report.

STRENGTHS

- ◆ flexible training options
- ◆ good salon workplaces.
- ◆ good retention rates

WEAKNESSES

- ◆ some slow NVQ achievement
- ◆ poor resources for theory support at some placements
- ◆ missed NVQ training and assessment opportunities.

7. GeTaHead Training offers good flexibility in its training programmes. Trainees can start their training at any time of the year. Trainees can have all their training and assessment in their salons, or attend the training centre in Retford for theory training. The trainees who are taught at the organisation's training centre are mostly those from GeTaHead Training's own salon, which is below the first floor training centre. The theory work and some practical skills training is supported by the use of good, clearly written task-books, which have been produced by GeTaHead Training. These task-books, and an up-to-date NVQ-related textbook are given to trainees to work through at their own pace. Many trainees do written work in their own time as well as in the training sessions. The completed tasks are assessed by a GeTaHead Training assessor and returned to the trainees on the next support visit. There is a good trainer to trainee ratio, with the largest group being one trainer to five trainees and some trainees receiving individual tuition. Key skills training is given at the training centre.

8. GeTaHead Training has produced three comprehensive training and assessment books. These are used to plan, record and monitor NVQ training activities, to plan assessments and to note further training needs. The books are used effectively by the level 2 NVQ trainees at GeTaHead Training's own salon. The trainers record all practical training activities in these books. This system is effective in ensuring that all the trainers are aware of what training each trainee has undertaken. Trainees can record their own progress and plan future training and assessment sessions in their record books. Trainees refer to their individual training plans and the NVQ targets set by their assessor to help their planning. Trainees who do their practical training in other salons are not all using the books effectively.

9. The trainees work in modern, well-resourced salons. All level 2 NVQ practical skills training is given by the salons' own senior staff, usually once a week in sessions which last approximately three hours. The part-time GeTaHead Training

assessor visits all the work placements regularly and assesses those trainees who do not have a qualified assessor in their salon. All trainees use GeTaHead Training's observation booklet. This contains a sheet which is used to confirm that the trainee has completed the theory element of their work before they undertake practical assessment. The work that has been assessed on a particular day is recorded together with the planned assessment for the following week. The trainee does not always complete this section of the form, which can result in some missed opportunities for assessment. The trainees have a good standard of hairdressing skills. They use a good range of hairdressing products and equipment and most develop a broad base of skills. The trainees are well presented and project a smart, professional image. There is insufficient practical skills tuition for level 3 NVQ trainees, who are all practising stylists in their salons. All employers provide extra activities which enhance the NVQ training. Many trainees attend manufacturers' courses at their own salons and some travel to London and Manchester for cutting or colouring training.

10. The retention rate is good for all trainees. Trainees are well motivated and enthusiastic and clearly enjoy their training. For the past 12 months, trainees have been given the opportunity to broaden their skills by taking an NVQ in customer service. Twelve trainees have gained this award, taking approximately six months to achieve it. Subcontracted assessors carried out practical assessments for the NVQ in the trainees' own salons.

11. There is some slow achievement of the hairdressing NVQs. Many trainees are taking over 18 months to complete their NVQ at level 2, and over a year to complete an NVQ at level 3, despite working full time in good quality salons. Some trainees are not meeting the targets set on their individual training plans and some are not assessed frequently enough. Not all salons have qualified assessors and there is little use of expert witness testimonies or other forms of evidence. The GeTaHead Training assessor works for eight hours a week, and much of her time is spent in teaching theory, undertaking progress reviews and giving general support to trainees.

12. Some salon workplaces have poor resources to support their trainees' theory work. Salon reception areas are often used for progress reviews and action-planning and sometimes for written work. These areas are inappropriate as they are often noisy, cramped, shared with waiting clients and without appropriate writing facilities. Trainees balance their work on their knees when carrying out written exercises and tests. Sometimes the trainer has to wait until the trainee is free from their salon duties before carrying out progress reviews and then the reviews can be interrupted by salon duties. One of the employers' salons has a separate room for theory work, but the facilities are poor with broken chairs, inadequate table space and an inadequate range of training and learning resources such as text books, videos and trade magazines. The training centre above the salon in Retford is small, but it is well resourced, with a range of hairdressing and literacy-support text books, videos and other training aids. There is a separate room in which trainees can watch the training videos, which are also available for trainees to borrow.

13. There are some missed opportunities for training and assessment. Some trainers, although they are experienced hairdressers, lack a clear understanding of the NVQ requirements. They do not use salon training sessions effectively to help trainees relate the NVQ criteria to their clients' treatments. Some trainees are unclear about the NVQ requirements and how to choose appropriate clients and request appropriate assessments. During some assessment sessions the aim is to assess a single aspect and not the whole process. This means that opportunities are missed to assess for other NVQ criteria. Some assessors lack experience in NVQs and are still working towards their assessors' qualification or have just recently qualified.

GENERIC AREAS

Equal opportunities

Grade 3

14. One of the partners of GeTaHead Training is responsible for managing equal opportunities across the organisation. The organisation has an equal opportunities policy which covers all the relevant legislation. Information is collected about trainees' disabilities, ethnicity and gender, meeting the requirements of the TEC. There are both male and female trainers. The self-assessment report did not accurately identify the organisation's strengths and weaknesses in this area. The grade awarded by inspectors is the same as that given in the self-assessment report.

STRENGTHS

- ◆ good implementation of comprehensive equal opportunities policy
- ◆ good promotion of equal opportunities in training salon and training centre

WEAKNESSES

- ◆ poor understanding of equal opportunities by trainees and workplace supervisors
- ◆ insufficient monitoring of some equal opportunities practices in the workplace

15. The two partners of GeTaHead Training have put together a comprehensive equal opportunities policy. They review it annually, taking into account any new legislation relevant to equal opportunities. The policy is well written and easily understood by trainees. There is a grievance procedure, which is written in a way which makes the process clear to trainees. All aspects of the policy apply equally to staff and trainees. The policy is explained to trainees at their induction and each trainee receives a copy of it.

16. The partners and staff at GeTaHead Training show good awareness of how to put the equal opportunities policy into practice. They know how the policy will affect their trainees. The staff work well together to ensure that any barriers to trainees joining the programme and successfully achieving their career aims can be overcome. One of the trainers who has recently returned from maternity leave now

has a flexible working pattern to help her meet her family commitments. The organisation is a member of local employers' networks which help the staff to keep up to date with local and national issues which may affect trainees. Any trainees who cannot use the stairs to the first-floor training centre because of mobility problems can be trained in a ground-floor training salon at GeTaHead's premises or their own workplace.

17. GeTaHead Training promotes equal opportunities well in its own salon and training centre. The equal opportunities policy is prominently displayed. The organisation uses posters and stickers with images and messages which challenge racist attitudes and behaviour. Other posters and materials used in the training centre challenge gender stereotyping in hairdressing. The organisation does not have any promotional literature.

18. GeTaHead Training ensures that all employers have a copy of the organisation's equal opportunities policy, but their monitoring of how employers apply equal opportunities in their salons is inadequate. The employers usually recruit their own trainees, but GeTaHead Training does not check on employers' recruitment materials, interview procedures or salon tests. Those trainees who are recruited to work in GeTaHead's own salon are covered by a comprehensive recruitment policy. Trainees and employers are aware of the equal opportunities policy but do not know how it relates to their everyday activities in their salons. There is no planning to ensure that trainees' progress reviews and training sessions include discussion of equal opportunities issues.

Trainee support

Grade 3

19. Salon employers recruit, interview and select their own trainees. Before trainees agree to their individual training plan they attend a guidance session at GeTaHead Training's training centre, where induction and an initial assessment for basic skills also takes place. Trainees join the programmes, either in small groups in June or July, or individually throughout the year. One of GeTaHead Training's partners visits local schools to help with job applications, carry out mock interviews and give information on employment and work-based training in the industry. The organisation's trainers/assessors visit trainees in their workplaces. These visits are for practical assessment, theory support and action-planning. Individual training plans are reviewed at three-monthly intervals. GeTaHead Training identified a number of strengths in its self-assessment report. Many of these were contractual requirements and either were no more than normal practice or related to quality assurance. Inspectors agreed with the grade given in the self-assessment report.

STRENGTHS

- ◆ good range of initial assessment procedures
- ◆ frequent NVQ action-planning and target-setting
- ◆ good range of additional support measures

WEAKNESSES

- ◆ lack of systematic recording of additional support
- ◆ poor reinforcement of induction

20. There is a good range of initial assessment processes. Trainees take a basic skills test in numeracy and literacy. The results of this test are used to place the trainees on the appropriate level of programme. Trainees have recently been completing a basic check of key skills. All trainees have a trial period in their salon to help them to decide if they have chosen the appropriate career. GeTaHead Training is revising its initial assessment of basic skills in order to make it more occupationally relevant. They are also developing a checklist to assess dexterity, for employers to use during the trainees' trial period. Key skills assignments are also being redesigned to be more work related. This will help trainees to integrate key skills into their normal working day and to see their relevance.

21. There are frequent NVQ action-planning and target-setting meetings with the trainees in their workplaces. These are held monthly or fortnightly by prior agreement. They are carried out by the organisation's trainer/assessor and involve the work-based assessor or employer. An action plan is drawn up. The work-based assessor or employer, the trainee and the trainer all sign the action plan. The trainee keeps a copy of the action plan and one is filed in the office at the training centre. There is a good link between trainees' individual training plans and the progress review process. The targets set in the individual training plan are used as the basis for the progress reviews.

22. All new trainees receive a comprehensive hairdressing kit. This consists of basic hairdressing tools, a carrying bag and a model head for practical work. Trainees receive regular support on an individual basis from a member of the organisation's training staff. Trainees who need help with literacy and numeracy, or who have dyslexia, are well supported by effective individual tuition. The trainer who gives additional support has four years experience of working with trainees with learning difficulties, teaching basic skills in numeracy and literacy. The trainees are given appropriate help with their written work. The trainer visits salons to give practical advice during the course of the normal working day. For example, retail transactions are used to teach trainees how to calculate profits. The additional support trainer works effectively with the hairdressing trainer to support the trainees during their theory sessions at the training centre.

23. There is a lack of systematic recording of trainees' additional support. The type of support given to the trainees and who gave the support are not recorded. The length of time for which support is given and its effectiveness are not recorded or reviewed. Trainees undertake an induction at the training centre, when issues relating to complaints, appeals, equal opportunities and health and safety procedures are covered. They are also given an overview of the company and an introduction to the modern apprenticeship and national traineeship framework. Trainees' understanding of the issues covered at the induction is not checked. The topics covered at induction are not routinely reinforced during trainees' progress reviews and action-planning sessions. Trainees have difficulty in recalling some

procedures, particularly in relation to the formal appeals process, complaints and equal opportunities.

Management of training

Grade 3

24. GeTaHead Training has had a direct contract with the TEC since April 1999, when the managers decided to extend its modern apprentice and national trainee schemes to other hairdressing employers in the area. The new organisation is still developing. The staffing structure and supporting systems are not yet fully established. There were a total of eight trainees before April 1999 and all of these were modern apprentices employed by the previous company. Since April 1999, a further 23 trainees have begun training, of whom five are national trainees. GeTaHead Training comprises two partners and two members of staff. One of the partners is responsible for daily operations. Both partners work in their salon below the training centre on Saturdays. The other partner is not physically involved in the day-to-day administration of the organisation. The resident partner and one of the other staff members give most of the training. The fourth member of staff is responsible for additional support and key skills training as well as administrative support and financial matters. Training is given both on and off the job. Some theory sessions are held at the training centre and others in the salons. Employers give their own practical training in the salons. Practical assessment is mainly carried out by work-based assessors in the six salons which contract with GeTaHead Training.

25. GeTaHead Training met most of the targets in its contract with the TEC for 1999-2000, but its achievement rates were slightly below target. The self-assessment report identified four strengths and two weaknesses. Three of the strengths were considered by inspectors to be normal practice. The other concerned the coordination of on- and off-the-job training, which was not found to be consistent across the organisation. The two weaknesses, which inspectors agreed with, both related to procedures and practices being largely informal. A weakness concerning key skills was identified by inspectors within the occupational area of the self-assessment report. The self-assessment report for management of training was largely accurate and inspectors agreed with the grade given in the self-assessment report.

STRENGTHS

- ◆ good range of initiatives to develop management systems
- ◆ good monitoring of trainees' progress and achievement
- ◆ comprehensive agreements with subcontractors

WEAKNESSES

- ◆ over-reliance on informality
- ◆ late introduction of key skills

GOOD PRACTICE

GeTaHead Training has designed a detailed booklet which clearly explains how employers can organise work-based training to meet the needs of the hairdressing NVQ. It acts both as a guide and as a record of training activities. It helps in the management of both theory and practical training at work and ensures that all the required learning is included in the programme.

26. Staff have worked hard to develop a range of systems, procedures and paperwork to support management of training. Many have recently been implemented. Examples include: new initial assessment material with an occupational emphasis, key skills training and assessment materials, formal procedures for staff appraisal and development and materials which give a better structure to work-based training. They also include documents to record judgements about the quality of theory and practical training, the use of assessors with specific key skills expertise, and an assessment of dexterity skills for hairdressers. Few of these initiatives are presently making a significant impact, as they are not well established.

27. Managers maintain records which clearly show the progress and achievement of individual trainees. They show what training has been given, which written tests and projects have been completed, which practical assessments have been done and which units of the NVQ have been achieved. All the information is dated so that the speed of a trainee's progress can be determined. Copies of the records are passed to trainees so that they are fully aware of their own progress. This is a simple and effective manual system which is concise, accurate and up to date.

28. GeTaHead Training uses seven subcontractors. One of these is a training organisation which teaches the customer service NVQ to GeTaHead Training's trainees as part of their national traineeship and modern apprenticeship programmes. The other six are hairdressing employers, who give most of the training and assessment in their salons. The training organisation is contractually obliged to meet minimum standards for assessment and quality assurance practice, compliance with the awarding body's requirements, statutory and financial matters, and giving progress reports. GeTaHead Training obtains copies of this organisation's external verification reports, and has made it a condition of the subcontract that it can see other records, including external inspection reports. The employers operate as satellite sites of GeTaHead Training's approved assessment centre. They have been contracted to have appropriately qualified assessors, to maintain up-to-date records, to use only approved paperwork, to allow access to premises to all appropriate external bodies, and to send assessors to standardisation meetings. The subcontract arrangements make clear the roles and responsibilities of all parties involved in training and assessment, and give GeTaHead Training an effective tool for monitoring and influencing subcontractors' practices.

29. The partners and employees of GeTaHead Training work closely and effectively as a team. However, there are too few written procedures or systems to support management of training. There is no business plan to direct the organisation's work or to project the planned growth of the company. Employers do not receive sufficient information about how to support their trainees effectively. Some of the organisation's paperwork, such as individual training plans, trainee's support records, health and safety documents, company policies and trainees' evaluation questionnaires, contains errors or omissions. There is a reliance on casual communication with trainees, who are not always clear about some aspects of their training or achievement. GeTaHead Training is working to resolve this situation and new systems are being introduced.

30. There has been no key skills achievement so far. Some trainees have been on modern apprenticeship programmes for three years. They have recently started working on key skills assignments, but these have yet to be assessed formally. GeTaHead Training was approved to accredit key skills by an awarding body in May 2000. Materials to support key skills development are still being designed and amended. The assessment and internal verification systems have still to be fully introduced. New trainees have been given basic information about key skills but they lack knowledge about how they can begin working on them. GeTaHead Training has identified key skills assessment opportunities arising out of the hairdressing NVQ, and are planning to incorporate them into future vocational assessment sessions.

Quality assurance

Grade 4

31. GeTaHead Training has mainly unwritten quality assurance arrangements. It is a small organisation, and the staff involved in management, training and assessment work closely together. All staff can give their opinions and propose ideas for improvement. One of the partners of the organisation has overall responsibility for quality assurance. There is a written service level agreement with the single subcontractor. The most recent external verification reports show that GeTaHead Training's internal verification and assessment practices meet the requirements of the awarding body. Trainees and employers give feedback on the training programmes through regular questionnaires. GeTaHead Training produced its first self-assessment report in December 1999. This had not been updated at the time of the inspection. An action plan was produced in February 2000. The self-assessment report showed seven strengths and three weaknesses in quality assurance. Six of the strengths were considered by inspectors to be normal practice. The seventh was considered to be a strength of trainee support. One of the weaknesses had already been addressed by the time of the inspection. The other two were accurate conclusions about the quality assurance system, but were not considered by inspectors to be significant weaknesses. The inspectors awarded a lower grade than that given in the self-assessment report.

STRENGTHS

- ◆ comprehensive internal verification
- ◆ good development work by well-informed managers

WEAKNESSES

- ◆ insufficient monitoring of training activities
- ◆ ineffective sharing of good practice
- ◆ inconsistencies across the training provision
- ◆ poor use of self-assessment action plan

32. One of the organisation's partners has sole responsibility for internal verification. The partners maintain their occupational competence by working every weekend in their own salon. The internal verifier has a clear plan, which samples assessment practice by assessor, NVQ unit, type of evidence and assessment methods. There is an internal verification policy, although this is out of date and does not reflect recent improvements to the systems. All internal verification is fully recorded. Internal verification usually occurs on a monthly basis, outside holiday periods. Assessors, who are working towards their assessor qualifications, have their work countersigned by a qualified assessor. There have been standardisation meetings between the internal verifier and the assessors since 1997. These are usually held every month. The internal verifier visits work-based assessors who cannot attend these meetings to ensure that they are kept informed. Assessors receive critical and constructive feedback about their practice. The internal verification system is well established, and is an effective tool for improving assessment practice among GeTaHead Training's employees and work-based assessors.

33. Both of GeTaHead Training's partners have extensive links with external bodies which complement their training activities. One has senior responsibility for external verification practice within an awarding body. They undertake consultancy work within the hairdressing education and qualification sector. Their work includes developing new standards, support materials and assessment practice which affects hairdressing training across the country. Both partners are members of network and support organisations which keep them informed about current developments in hairdressing and give them opportunities to share best practice. The partners adopt any good practice which they feel will benefit their own trainees. This knowledge and experience has formed the basis of the systems which they have introduced at GeTaHead Training to support training and assessment. Examples of the direct impact that this approach has had on the organisation include exceptionally rigorous internal verification systems, encouraging qualified assessors in the workplace, developing new key skills materials, presenting new trainees with hairdressing kits, and inviting other salon's staff to demonstrations at their own salon.

34. The quality assurance arrangements do not include observation of training sessions and giving constructive feedback to trainers. There has been a general trust that employers and the subcontracted training organisation are providing good quality training, and GeTaHead Training has not systematically checked this. The same applies to the theory training delivered by GeTaHead Training's own staff. The assessment practice is monitored closely by the internal verifier. The training practice is occasionally observed, but this does not lead to an evaluation of the trainer's skills. Managers have been confident that most of the training has been of a good standard but inspectors found through observation that this was not always the case.

35. There are significant variations in the quality of the training. It largely depends on which employer is giving the training session. Inspectors observed training which ranged from outstanding to less than satisfactory. Inconsistencies were

found in planning, resources, the experience and teaching skills of the trainers, and the effectiveness of teaching. Some of the supporting paperwork was accurate and complete, but some contained errors and omissions. Training materials which have been specifically designed to ensure consistency are not always used. GeTaHead Training has an effective system for sharing and maintaining good assessment practice, but this does not extend to all areas of the training.

36. One of the organisation's partners is responsible for the self-assessment process and report. GeTaHead Training has had a contract with the TEC as a training provider for less than 16 months and this was the first time that a self-assessment report had been produced. It was reasonably accurate in identifying strengths and weaknesses. It gave a fairly realistic representation of the training, although the grades given for hairdressing and quality assurance were higher than those awarded by the inspectors. The original action plan has been reviewed once. The review date was later than planned and a number of targets have been missed or deferred. Several important developments have been delayed, especially those concerning key skills, initial assessment and induction. The action plan has not been developed further or added to since its original publication.