INSPECTION REPORT

Mode Training Ltd

24 June 2002

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- adult and community learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of her majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Inadequate provision

A provider's provision will normally be deemed to be less than adequate where

- one third or more of published grades for occupational/curriculum areas and Jobcentre Plus programmes are judged less than satisfactory, or
- leadership and management are judged to be less than satisfactory

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. The overall judgement as to whether the provision is adequate or inadequate is included in the summary section of the inspection report.

SUMMARY

The provider

Mode Training Ltd was established in 1997 as a private training company offering work-based learning in hairdressing. Information and communications technology training was also offered from January 2001. There are 58 learners.

Overall judgement

The overall quality of the provision in not adequate to meet the reasonable needs of those receiving it. More specifically, work-based learning in hairdressing and information and communications technology, and the leadership and management are unsatisfactory.

GRADES

Leadership and management	4
Contributory grades:	
Equality of opportunity	3
Quality assurance	5

Information & communications technology	4
Contributory grades:	
Work-based learning for young people	4

Hairdressing & beauty therapy	4
Contributory grades:	
Work-based learning for young people	4

KEY STRENGTHS

- good support for learners
- good teaching of practical hairdressing
- good staff development
- effective measures to promote social inclusion

KEY WEAKNESSES

- poor achievement rates
- inadequate monitoring of learners' progress
- weak strategic management
- poor management of training
- inadequate quality assurance system
- ineffective internal verification

OTHER IMPROVEMENTS NEEDED

- extend knowledge of equality and diversity

THE INSPECTION

1. A team of five inspectors spent a total of 20 days at Mode Training Ltd (MTL) in June 2002. They interviewed 18 learners, carried out 25 interviews with staff, visited 13 workplaces and interviewed 12 employers. They examined 11 portfolios of evidence and a range of other assessed work. A total of 27 individual learning plans were examined. Inspectors studied the company's plans, policies, and procedures, management information and reports from awarding bodies. Seven learning sessions were observed and graded. Inspectors studied the self-assessment report and development plan, which were produced in March 2002, and updated in June 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	0	0	0	2	1	0	0	3
Hairdressing & beauty therapy	0	1	1	2	0	0	0	4
Total	**0**	**1**	**1**	**4**	**1**	**0**	**0**	**7**

THE PROVIDER AS A WHOLE

Context

2. MTL was established in 1997 as a partnership to offer hairdressing training to young people in the Liverpool area. In November 2000, MTL became a private company limited by guarantee. The managing director and company secretary are joint owners. In November 2000, the provision was extended to offer training for other local hairdressing salons. In January 2001, MTL extended their contract to include information and communications technology (ICT) and, at this time, the company moved to new premises within a mile of Liverpool city centre. Most of the ICT learners are not in work placements and study at the training centre. All training is carried out at the training centre.

3. Modern apprenticeships and national vocational qualification (NVQ) training are funded through Greater Merseyside Learning and Skills Council (LSC). In Merseyside, 79.9 per cent of the workforce are employed in service industries and 19.8 per cent in production and construction industries. Within these sectors, public administration, education and health, distribution, hotels and restaurants, manufacturing, and banking and finance are the largest employers. Twenty per cent of businesses are in property and business services and 20 per cent in retailing. Construction and production account for a further 20 per cent of businesses in the area. In April 2002, the unemployment rate in Merseyside was 6.5 per cent, compared with 3.1 per cent nationally. In 2001, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C or above in Merseyside was 42 per cent, compared with the national average of 47.9 per cent. The 1991 census shows that 1.8 per cent of the population in the Greater Merseyside LSC area was from minority ethnic groups, compared with the national average of 6.2 per cent.

Work-based learning for young people

4. Work-based learning for young people in hairdressing and ICT is unsatisfactory. There is good individual support for learners and good teaching of practical skills in hairdressing. In hairdressing, key skills are an integral part of the hairdressing programme, and learners are achieving them. Portfolios of evidence are good, contain a variety of evidence and are clearly referenced and indexed. The quality of reviews is poor in both occupational areas and documents are not completed accurately or fully. In hairdressing, the initial assessment is inadequate. Little work-based assessment takes place in hairdressing and many learners are making slow progress. ICT learners receive effective personal support and a good induction. Assessment planning is poor. There are poor achievement rates and inadequate monitoring of learners' progress in hairdressing and ICT.

LEADERSHIP AND MANAGEMENT   Grade 4

5. MTL employs 10 full-time and one part-time staff. These include the managing director, a training centre manager, a business development adviser, five specialist trainers and a finance and administrative assistant. The company was restructured in January 2002 after the resignation of the previous managing director in December 2001, and new roles, responsibilities and job descriptions were agreed. The training centre manager was appointed in January 2002. The business development adviser is responsible for work placements and employment for learners. There are comprehensive policies and procedures for equality of opportunity, but the policies and procedures for quality assurance are weak. MTL produced its first self-assessment report and development plan in March 2002.

STRENGTHS

- good staff development

WEAKNESSES

- weak strategic management
- poor management of training
- ineffective use of management information systems
- lack of an established staff appraisal system
- insufficient evaluation of equal opportunities
- inadequate quality assurance system
- insufficient use of target-setting
- ineffective internal verification system
- poor document control

6. Extensive staff development has taken place in the past six months. Staff development needs were identified as key priorities in the company's development plan. Training includes the key skills practitioners' award, a basic skills award and counselling training. Administration staff have been trained in document standardisation, and on the recently installed management information system software. Two members of staff are currently working towards the internal verifiers' award. All staff have attended a one-day training event on equality of opportunity. Hairdressing staff attend commercial skills training. In all cases, training is either funded entirely by MTL or supported by external agencies such as the LSC. Outcomes of staff development are not measured against targets, and consequently there is no evaluation of the success of any training which takes place.

7. There is weak strategic management. Staff are not given clear direction on the company's priorities on the improvement of the quality of training. There are no specific

objectives for staff. The organisation produced its first business plan in June 2002, but key staff were not fully involved in its development. The plan has not been linked to key priorities identified in the development plan or the self-assessment report. However, as a result of the organisational restructure the management has placed a clear emphasis on improving the experiences of learners.

8. There has been a number of compliance issues identified by the LSC, which have not been dealt with. MTL has identified the need to improve financial effectiveness and efficiency. No action plans have been created or milestones put in place to measure progress towards improvements.

9. There is some acknowledgement that the achievement rates are poor, but there are no strategies detailing how improvements will be made.

10. Management of training is poor. There is inadequate monitoring of learners' progress on all of the learning programmes and MTL is unable to present a clear overview of learner progress or performance. There is little recording of assessments and it is not possible to monitor achievements. No clear targets or milestones are set which would improve the achievements. Some assessors try to monitor the learners' progress but the system is inadequate and is not shared or recorded centrally. To date, there has been no framework achievements in either of the areas of learning and there is no strategy to ensure achievement rates will improve.

11. The management information system is weak. It was installed in February 2002 but can only be used by two members of staff. There are plans to increase the access but there are no centrally generated reports that allow managers or assessors to set targets or monitor current performance. As information is not analysed or evaluated centrally, no direction is given to staff to allow them to plan improvement, or measure current performance against previous data. Retention and achievement rates are not routinely discussed at team meetings. It is too early to judge whether the new system will improve the collection, storage, and analysis of data. Data are collected on the numbers of starters, but there is no information on achievement rates or progress towards achievement. None of the learners have completed the framework within their target dates. There has been some achievement of NVQs by foundation and advanced modern apprentices, but no achievement of NVQs in ICT.

12. Internal communications are satisfactory. Senior staff meet each week and staff meetings take place each month. Informal communications are good and there is an open style of management. External communications are good in the hairdressing area, but there is insufficient contact with outside agencies in ICT.

Equality of opportunity   Contributory grade   3

13. The equal opportunities policy is comprehensive and covers discrimination. It includes sections for learners, employers and staff and the language is clear and easily understood. There are clear guidelines and instructions for handling complaints against a member of staff, and it details the appropriate disciplinary action should the complaint be upheld. No complaints have been made to date. The policy is displayed in the reception area and is available on the company's intranet. The policy was updated in April 2002. There is a clear commitment to equal opportunities and all staff who have contact with learners and employers are trained in equal opportunities awareness and procedures. A staff training event has recently been held on equality of opportunity and was attended by all staff.

14. An equal opportunities awareness pack has recently been developed and is given to learners during their induction. It effectively explains equality of opportunity and includes definition and examples of discrimination. The pack also includes a list of relevant legislation. There is clear advice on what to do in the event of harassment or discrimination. A list of website addresses is given to learners, including a site offering advice on dealing with bullying and another dealing with issues of sexual orientation. There is also a list of local addresses for advice on drug misuse and housing problems.

15. Social inclusion is a high priority for MTL. Working with local minority ethnic groups has raised the proportion of learners to almost double the 4 per cent representation within the area. Several learners on ICT courses have substantial social and additional learning support needs and they are given additional guidance and support on an individual basis. MTL is sensitive to the learners' personal concerns and needs when placing them with employers for work experience. There has been a successful initiative with a government-funded project for under-achieving learners in years 9-11 who are at risk of alienation from the educational system. The project has currently resulted in one learner being offered employment and a place on a foundation modern apprenticeship programme.

16. During the progress reviews, trainers use a useful checklist to ensure that learners understand their rights to fair treatment. There is a clear intolerance of any form of bullying or harassment. However, opportunities to extend learners' knowledge and understanding of equality and diversity in the training centre or in the workplace are often not recognised. There are learners who have a poor understanding of the effect of offensive language and staff do not challenge it.

17. Monitoring of the equal opportunities policy is insufficient and only reports the proportion of under-represented groups in training. There are no action plans for the recruitment of under-represented groups and there is no focus or development planned. For example, there are no women in ICT, but this is not a specific target for improvement. No reports have been produced to evaluate initiatives carried out with local community youth groups. Recent surveys given to employers and learners did not include questions about equality of opportunity. Hairdressing publicity materials show

stereotypical images, and there is no attempt to actively promote a diverse workforce. Employers and workplace supervisors have insufficient knowledge on equality of opportunity, and are unsure about how they could support learners with specific problems.

18. Access to the training centre for learners with restricted mobility is possible, but MTL recognises that it depends on an unreliable lift system. The salon is upstairs. There are links with local services to give advice to learners who need special equipment and these needs are considered on an individual basis.

Quality assurance   Contributory grade   5

19. The quality assurance system is still in the early stages of development. Work has started on initial assessment, induction, provision for special assessment needs, internal verification, records of attendance and exit procedures for learners who leave early. There is no policy for each area to indicate the intent of the organisation. Each section contains objectives and guidelines, but does not describe the procedures to maintain quality and set targets for improvement. There is no quality assurance cycle to indicate key dates when procedures should be applied or reviewed. There are few procedures for measuring the current quality of training or the application of the quality assurance system. Current procedures do not demonstrate action to improve quality. There is no planned schedule to review the equal opportunities policy, procedures or guidelines. None of the data are used as a basis for quality management or improvement planning.

20. Document control and file maintenance are poor. Documents are not numbered or dated to ensure that the most current version is being used. There are few instructions to help new staff complete the forms and no examples are given. Signatures and dates are sometimes missing from documents. Documents are omitted from learners' personal files and many are not in order to allow monitoring of learners' history. Similarly, verification records are not in order to ensure easy access to information. The policy and forms are held on the company's intranet, but currently, only two computers have access to them.

21. There is insufficient use of target-setting and this was identified as a weakness in the self-assessment report. There are no targets to improve retention or achievement rates and staff do not set targets for their learners. Currently, no appraisals or probationary reviews take place and there are no targets for personal development. A survey of learner and employer satisfaction has recently been carried out but analysis of the responses has been minimal. No other data are used as a basis for the management of quality assurance or improvement planning.

22. The internal verification system does not ensure the quality of assessment. Internal verification is carried out regularly, but the recording system does not identify examples where further action is required. Feedback sheets are given to assessors but there is no record of any changes made. Examples were noted during the inspection of poor assessment practice which verifiers had failed to identify.

23. The staff appraisal system is very new and only one appraisal has been carried out. Staff management systems have not been included in the quality assurance policy and procedures as yet. New staff have recently joined the organisation, but there is no system to monitor their performance or any probationary period specified to prompt a review of performance.

24. The self-assessment process involved all training staff, but MTL did not consult learners or employers. A development plan was produced as a result of the self-assessment process, and some of the targets have already been achieved. Inspectors graded equality of opportunity the same as the self-assessment report, but gave one

grade lower for the occupational areas and leadership and management, and two grades lower for quality assurance.

AREAS OF LEARNING

Information & communications technology   Grade 4

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	18	4

25. MTL offers training leading to NVQs in using information technology (IT) at levels 1 and 2, as part of a foundation modern apprenticeship, and at levels 2 and 3 as part of an advanced modern apprenticeship. There are 18 learners working towards these qualifications, two of whom are employed. Many learners are referred to MTL by Connexions, or through the Liverpool and Knowsley Compact, which has links with local schools. Some of the learners have joined as a result of a European Social Fund (ESF) initiative, which targeted learners from under-represented groups. Learners who apply can visit MTL and talk to staff and existing learners before a formal interview. There are two trainers in ICT. All learners undertake an initial assessment in basic literacy, numeracy and IT skills. Most learners attend MTL's premises full time and all training is carried out on the premises. All learners have an induction during their first three days, covering equal opportunities, health and safety, attendance requirements and detailed information about their NVQ and key skills. Almost all of the assessment is carried out in the training centre.

The following tables show the achievement and retention rates available up to the time of the inspection.

Work-based learning for young people																
Advanced modern apprenticeships (AMA)	**2000-01**															
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	4															
Retained*	2															
Successfully completed	0															
Still in learning	2															

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																	
Foundation modern apprenticeships (FMA)																	
		2001-02		2000-01													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	7		6														
Retained*	6		2														
Successfully completed	0		0														
Still in learning	6		2														

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																	
NVQ Training																	
		2001-02		2000-01													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	7		12														
Retained*	4		4														
Successfully completed	0		0														
Still in learning	4		4														

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

STRENGTHS
- good learner support
- effective induction

WEAKNESSES
- poor achievement rates
- inadequate monitoring of learners' progress
- ineffective progress reviews
- poor assessment planning

OTHER IMPROVEMENTS NEEDED

- better information for learners about employment opportunities
- more appropriate match between computer software and hardware capabilities

26. There is good support for learners through extensive use of individual training sessions and informal tutorials. The quality of training in these sessions is satisfactory. Some learners are highly motivated and work well on their own and feel confident about the computer skills they have acquired. The integration of learners working at different levels encourages interaction and helps learners share knowledge and develop their social skills. Attendance is monitored each month and learners have to explain unauthorised absences. Attendance is satisfactory. All learners are assessed for literacy, numeracy and IT skills as part of the initial selection process. A standard endorsement questionnaire from the local LSC is also completed to identify additional social needs. Trainers offer good individual support and, when appropriate, learners are referred to external agencies. Both IT trainers are working towards a basic skills qualification and this is helping them to understand the learners' needs.

27. All learners attend a three-day induction at the beginning of their training programme. It includes health and safety, equal opportunities, an introduction to their chosen qualification, and key skills. The induction gives an effective introduction to the organisation and the learners understand their rights and responsibilities.

28. There has been no achievement of the NVQ or completion of the modern apprenticeship framework since ICT programmes were started in January 2001. There are no achievements in key skills, and this weakness was identified in the self-assessment report. There are 18 learners working towards approximately 104 units across all training programmes, but only six units have so far been achieved. Many of the learners are near the end of their training programmes. The retention rate of learners has improved from 33 per cent to 57 per cent in the current year, but there is no unit certification or external verification of their work.

29. Trainers do not keep central records of the learners' progress with elements or units. Recording documents are displayed in some classrooms and are given to learners, but they are not being completed and learners are unsure about how much of their qualification they have completed. This lack of guidance has led to some learners making poor use of their time in the independent learning workshops.

30. The review process does not give learners enough detail on their progress. Many learners have only a vague idea of their progress towards the target qualification. Progress reviews do not take account of attendance or punctuality and do not make reference to the standards of the target qualification. The recently redesigned review document does not have space for recording unit or element achievement. The new forms do have space to record targets but the targets are not specific enough to help learners plan their work.

31. Assessment is poorly planned and there is insufficient assessment in the workplace. Most learners are trained and assessed in MTL's premises, and only two learners are placed with an employer. The learners have insufficient understanding of the demands of the ICT sector, or the type of job that they could apply for. The lack of work-placements is identified as a weakness in the self-assessment report. A business development officer has been appointed to deal with this situation. Assessment usually takes place on simulated tasks and there is insufficient reference to the occupational standards or to key skills during the assessment. Much of the feedback to learners is verbal and is too general to help learners improve their performance. Internal verification is not fully established. Only one of the two trainers is a qualified internal verifier and verification schedules and sampling plans are still being developed.

32. Trainers give advice about employment to learners who are near the end of their training programmes and reference is made to relevant Internet sites. However, learners are not given advice by professionals or potential employers.

33. Much of the learners' work involves using industry-standard software to design and construct websites. This software makes heavy demands on the computer hardware. It is not essential for learners to use this software, but it makes the training programmes attractive and motivates the learners. Computers vary in their specification and, in some cases, slow machines and long delays in software loading times cause frustration for trainers and learners.

Hairdressing & beauty therapy   Grade 4

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	40	4

34. MTL has 28 foundation modern apprentices and 12 advanced modern apprentices. Learners are referred from a variety of sources including Liverpool and Knowsley Compact, Connexions, through local advertising and by their employers. Foundation modern apprentices attend the training centre once a week for off-the-job training. Advanced modern apprentices attend once a fortnight. MTL's assessors carry out some assessment in the workplace. Training in key skills starts when learners begin their training. There are three full-time and one part-time assessors. There are two qualified internal verifiers and another assessor is undergoing training. One of the trainers has achieved the key skills practitioners' qualification. All trainers have the appropriate occupational qualifications, and trainer and assessor qualifications.

The following tables show the achievement and retention rates available up to the time of the inspection.

Work-based learning for young people																	
Advanced modern apprenticeships (AMA)	2001-02		2000-01		1999-2000												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	3		7		12											
Retained*	3		3		6											
Successfully completed	0		0		0											
Still in learning	3		3		6											

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																	
Foundation modern apprenticeships (FMA)	2001-02		2000-01														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	13		28													
Retained*	9		19													
Successfully completed	0		0													
Still in learning	9		19													

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

STRENGTHS
- effective integration of key skills with vocational training
- good teaching of practical hairdressing skills
- effective pastoral support for learners
- good portfolios of evidence

WEAKNESSES
- poor achievement rates
- inadequate initial assessment
- poor progress reviews
- poor completion of learners' documents
- little work-based assessment

OTHER IMPROVEMENTS NEEDED
- better use of lesson planning

35. Evidence for key skills is collected from practical hairdressing activities and projects, and is recorded as one portfolio of evidence. Learners are fully aware of the key skill levels they are following as part of their framework and understand the importance and value of key skills in the workplace. Learners are assessed during practical activities and collect evidence for communication and application of number when completing client consultation sheets for technical services and mixing and measuring colours. Learners complete hairdressing projects and assignments using IT.

36. There is good teaching in practical sessions with effective teaching methods. Trainers are knowledgeable and demonstrate current commercial experience. Learners are taught and assessed in the modern and well-equipped training school where a wide range of products is available. There is a good range of models available for learners to apply advanced technical chemical treatments. The trainers use good questioning to assess the learners' understanding of product knowledge and techniques being used. They give positive feedback, which increases the learners' confidence. Trainers encourage learners to approach new and more complex technical tasks to develop their skills and confidence. The latest cutting techniques are used by trainers. Health and safety standards are continually checked and reinforced. Learners are motivated and thoroughly enjoy attending the training school. In March 2002, MTL staged a show that involved learners from the training school. Learners clearly enjoyed the event and were

enthusiastic about their experiences. A commercial product company contributed to the event and learners were shown new products and styling techniques. Learners were able to develop their hair colouring and presentation skills. The show gave many learners their first opportunity to participate in promotional work.

37. Assessors work closely with learners and quickly identify problems. Assessors are aware of the learners' needs and give good pastoral support. Trainers knowledge and experience of the industry is valued by the learners. The progress review process concentrates on appearance, attendance and personal issues, but does not ensure learners' understanding of their achievements to date.

38. Learners' portfolios are clearly indexed, annotated and well referenced. They contain a good range of diverse evidence such as photographs, samples of test hair cuttings, witness testimonies and client record cards. Evidence is well organised into sections. Learners are clear about the requirements of their target qualification and cross-reference the NVQ and key skill evidence into the portfolio.

39. Initial assessment is inadequate. Some initial basic skills assessments are marked incorrectly and results are not identified or actioned. When individual needs are identified, the information is not carried through to the individual learning plan. Learners have identified, at reviews, that they need additional support with numeracy and literacy, but this is not identified through initial assessment.

40. There has been no framework achievements to date. Three foundation modern apprentices have achieved the level 2 NVQ. Two of these have completed the external assessment test for key skills and the third is exempt from the assessment by proxy qualification. Half of the learners on the advanced modern apprenticeship programme have achieved their level 2 NVQ and have started their level 3. All advanced modern apprentices have achieved the key skills.

41. Progress reviews take place every 10 weeks and involve the assessor, the learner and the employer. Concerns are recorded, but they are not followed through at subsequent reviews. Review documents are untidy and hard to read, they are often incomplete and do not contain sufficient detail. There is one example of a review being completed by the assessor and employer without the learner being present. There are no target dates and, overall, the review does not show an effective record of the learners' progress. It does not ensure that learners and employers understand their achievements and planned future development.

42. Documents such as individual learning plans are not completed consistently. They do not show details of information such as qualifications for the exemption of key skills. Accreditation of prior learning is not recorded, even though some of the application forms indicate relevant work experience. Targets are not clear or updated regularly and information is not transferred to the individual learning plan. Dates are recorded only by month with no reference to the year. Signatures are often omitted and learner information is missing or incomplete. Individual learning plans do not reflect a record of

the learner's progress or achievement and insufficient care is taken to ensure that it is an accurate, legible record. Hairdressing tests are poorly marked. In some cases, incomplete papers are marked as correct and some test papers are not marked at all. The internal verification process failed to identify these problems.

43. Learners have insufficient work-based assessment. MTL's assessors do not visit the salons to assess learners, and progress towards achievement of the target qualification is slow. Learners have little or no assessment of every day tasks in the workplace. For example, some level 3 learners are working as stylists and cover a wide range of activities which are suitable for assessment. In a number of salons, supervisors have assessor qualifications but MTL is not using them. Some salon supervisors are not aware that they could become work-based assessors.

44. Training in background knowledge is satisfactory. However, lesson plans are weak and do not consider individual needs.

Good Practice
MTL has arranged an exchange visit between learners from Barcelona and Liverpool, sponsored by a well-known hairdressing product manufacturer. The trip will be for three days and learners will learn about the history of the product company and experience work in another country. This trip has been wholly funded by Mode.