

# INSPECTION REPORT

## **Cheynes Training Reinspection**

**02 April 2003**



ADULT LEARNING  
INSPECTORATE

## 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. 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
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes 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.



## SUMMARY

### The provider

Cheyne Training is a private training organisation based in Edinburgh. It is an operating division of Cheynes Management Ltd which owns and runs six hairdressing salons in Scotland. Cheynes Training has no regional offices in England, but provides work-based learning in hairdressing at salons across the country. All learners are funded by the national contract service of the Learning and Skills Council. There are 169 foundation modern apprentices and 42 advanced modern apprentices. Each salon is independently accredited as a training and assessment centre. Cheynes Training manages the training and assessment taking place in these centres. It provides learning materials, monitors the standards of training, assessment and administration and carries out internal verification. Cheynes Training is managed by a programme director who is supported by a national training adviser, four principal training advisers and eight regional training advisers. The national training adviser works from home in Turkey, while all the principal and regional training advisers work from home in England. There are also four administrative staff based in Edinburgh.

### Overall judgement

The Adult Learning Inspectorate's inspection in October 2001 concluded that work-based learning for young people in hairdressing was unsatisfactory. Overall, leadership and management and quality assurance were unsatisfactory, while equal opportunities was satisfactory. At the end of the reinspection process, inspectors concluded that training in hairdressing was good, overall leadership and management and quality assurance were also good and equal opportunities was satisfactory. The standard of provision is now adequate to meet the reasonable needs of those receiving it.

### Grades awarded

	Original	Reinspection
<b>Leadership and management</b>	4	2
Contributory grades:		
Equality of opportunity	3	3
Quality assurance	4	2

	Original	Reinspection
<b>Hairdressing &amp; beauty therapy</b>	4	2
Contributory grades:		
Work-based learning for young people	4	2

## CHEYNES TRAINING REINSPECTION

During the reinspection process, the inspection team identified the following key strengths, weaknesses and other improvements needed:

### **KEY STRENGTHS**

- clear strategic direction
- comprehensive quality assurance of training
- effective use of management information
- good support for salons
- well-resourced workplaces

### **KEY WEAKNESSES**

- low achievement rates
- lack of planning of basic skills support for learners

### **OTHER IMPROVEMENTS NEEDED**

- more use of quality assurance procedures at the head office

## THE REINSPECTION

1. The reinspection of Cheynes Training was carried out in three phases over a total of 18 days. The first visit was on 22nd January 2003 to the head office in Edinburgh. The second visit was to hairdressing salons in the south of England between 18 and 20 February 2003 and the final visit was to hairdressing salons in the north of England on 1 and 2 April 2003. Inspectors interviewed 34 learners and observed five teaching sessions. They interviewed 19 employers and conducted 19 interviews with members of Cheynes Training's staff. They examined 22 portfolios of evidence and 21 individual learning plans. They also reviewed numerous other documents, such as the equal opportunities policy, quality assurance documents and management information reports.

Grades awarded to learning sessions at the original inspection

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Hairdressing & beauty therapy	0	6	0	1	0	1	0	8
<b>Total</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>8</b>

Grades awarded to learning sessions at reinspection

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Hairdressing & beauty therapy	0	2	1	2	0	0	0	5
<b>Total</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>

## LEADERSHIP AND MANAGEMENT

Grade 2

During the reinspection process, the inspection team identified the following strengths, weaknesses and other improvements needed:

### STRENGTHS

- clear strategic direction
- effective use of management information
- good promotion of equality of opportunity
- comprehensive quality assurance of training

### WEAKNESSES

- low achievement rates
- lack of planning of basic skills support for learners

### OTHER IMPROVEMENTS NEEDED

- more equal opportunities training for learners
- better targeting of under-represented groups
- more use of quality assurance procedures at the head office

2. There is a clear strategic direction for Cheynes Training, with a strong emphasis on providing good-quality training for all learners. The company has a succinct business plan which clearly sets out ongoing and annual objectives. The objectives are directly related to improving the experience of learners. For example, current objectives include improving the initial assessment procedures and increasing the accuracy of individual learning plans. All staff and employers are fully supportive of Cheynes Training's objectives and fully understand how they contribute to the quality of learning. There is good communication among management, staff and salons through regular regional and national meetings and conferences. These are well used to keep all parties up to date on priorities for helping learners. There is a thorough induction programme for new staff who are fully trained in Cheynes Training's procedures and how to apply them to all learners. As was the case at the original inspection, Cheynes Training's management still responds well to the views of employers, learners and staff who are now more fully aware that their views are valued. Cheynes Training has established very strong guidelines for the quality of salons it works with and effectively applies selection criteria so that all training takes place in well-equipped and professionally run salons. Cheynes Training has effective links with professional hairdressing bodies which it uses to promote high standards of training in the industry. With some salons it has also established links with local schools, which are used to provide good-quality work experience and training for level 1 qualifications for year-11 school pupils. Many of these pupils are then recruited directly to hairdressing apprenticeship training



programmes when they leave school.

3. Cheynes Training now makes effective use of management information. It collects data on individual learners' progress from salons and collates this effectively to monitor achievement and retention rates. Since the original inspection, it has used this information to produce a realistic plan to improve achievement rates on all training programmes. This plan contains challenging annual targets, which are well understood by all staff, who receive regular reports on progress to help them to assess priorities at a regional level. Data for overall framework achievement and for the rates of progress towards national vocational qualifications (NVQs) are produced. The results of this analysis are used to assess the speed at which learners make progress, to judge the effectiveness of the plan in helping them to do so and to plan improvements.

4. Since the last inspection, there have been significant improvements in Cheynes Training's management of learners' retention, progress and achievement. Achievement and retention rates for learners, however, are still low overall. Previously, Cheynes Training's managerial policies required all learners to take enhanced NVQ units before being accredited with the main qualification. There were also inadequate arrangements for key skills training and assessment, particularly in information and communications technology (ICT). This was causing significant delays to learners' progress, leading to many leaving before completing their training programmes. For example, at the time of the original inspection, no learners had achieved all the targets on their framework for over two years. Cheynes Training has now ceased the requirement for enhanced NVQ units to be achieved before seeking accreditation for the main qualification and has also made arrangements with a subcontractor for key skills training and assessment in ICT.

5. There is a lack of planning to support learners with basic skills needs. Since the original inspection, Cheynes Training has introduced new methods of initial assessment for learners, using two standard ability tests. However, it does not yet use standard methods of marking and does not have adequate information on the number or location of learners with additional needs to plan effectively. There are inadequate arrangements to provide timely support to learners and there is no strategy as to whether additional support will be provided by Cheynes Training's own training advisers, by salon staff or by third parties.

**Equality of opportunity**

**Contributory grade 3**

6. There is good promotion of equality of opportunity. Learners are well protected from harassment and bullying. Cheynes Training has a clear and comprehensive equal opportunities policy which is shared with all staff, learners and employers. All salons selected by Cheynes Training have a strong belief in the values of equality of opportunity. They receive a comprehensive programme manual which contains details of the Cheynes Training's equal opportunities policy and the standards of conduct they are required to follow. They provide an effective introduction to equality of opportunity during induction for all learners. Training advisers check that all learners have a thorough understanding of their rights shortly after induction and throughout their training programme. Cheynes Training has produced good-quality, non-stereotypical publicity material to promote careers and training in hairdressing. It collects information on the ethnicity, gender and level of ability of learners, but as at the time of the original inspection, has not targeted recruitment efforts at various under-represented groups in different areas of the country.

7. Although learners are well protected from harassment and bullying and have a good understanding of their rights and responsibilities, Cheynes Training does not have any procedures to provide additional training in equality of opportunity for learners, or to improve their understanding after the start of their training programmes.

**Quality assurance****Contributory grade 2**

8. Cheynes Training has fully comprehensive procedures for assuring the quality of training. As at the time of the original inspection, it still provides each salon with clear, easy-to-use manuals which describe all aspects of the training process. There is now a quick check guide which salons find useful for easy reference. Training advisers visit each salon at least every 12 weeks when they thoroughly review each learner's progress and each salon's compliance with Cheynes Training's procedures. After each visit, training advisers produce a precise meeting action plan describing the actions that need to be taken by each learner and by the salon staff. Completion of these action plans is thoroughly checked at subsequent visits. Staff at Cheynes Training's head office also monitor the actions to be completed and issue reminders to training advisers if any actions are not completed on time. Senior staff regularly accompany junior staff on their visits to salons and provide effective support and guidance whenever it is needed.

9. Since the original inspection, Cheynes Training has considerably improved its system for monitoring training at each salon. It has introduced a checklist, based very closely on the 'Common Inspection Framework', to assess the overall quality of training at each salon. Training advisers make good use of the checklist to rate the risk of learners failing to achieve in each location. Those salons considered to be at high risk are provided with detailed recovery plans that are closely monitored by Cheynes Training. Salon staff fully respect Cheynes Training's judgements in this area. For example, some salons that have previously been rated as high risk, are proud of the improvements they have made as a result of Cheynes Training's intervention. Cheynes Training has also improved its systems for gathering feedback from employers and staff and now receives high return rates from surveys and questionnaires. Cheynes Training has also improved the training opportunities available for salon staff. They now provide formal training for salon staff in key skills. Some salon staff have also started a training programme leading to accredited learning in carrying out reviews and assessments.

10. Cheynes Training's quality assurance procedures are not applied to all processes and procedures carried out at the head office. For example, initial assessment tests are always marked at the head office, but there are no arrangements to check the accuracy of the marks awarded.

11. The most recent self-assessment report was produced in November 2002. It provides a fair assessment of the quality of training provided for learners. It was co-ordinated by the programme director and there were satisfactory arrangements for including other staff, learners and salons. There are satisfactory arrangements for internal verification. There is an effective internal verification plan which outlines the sample to be used. Training advisers carry out internal verification at every audit to salons and complete a succinct report and action plan for assessors. Any general issues about internal verification are discussed at the twice-yearly conference for training advisers.

**Good Practice**

*Cheynes Training has worked with many salons to provide a number of options for year-11 school pupils to experience hairdressing training first hand before leaving school. Sometimes, funding is provided by the local authority so that learners can receive training during school time. In some cases, there are arrangements for loans from parents to be used, which are paid back after the learners have completed certain milestones, and in other cases, salons provide direct funding and Cheynes Training provides subsidised support from training advisers. This flexibility has allowed some learners to start their apprenticeship training programmes with a head start over normal recruitment methods.*

## AREAS OF LEARNING

### Hairdressing & beauty therapy

Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	211	2

During the reinspection process, the inspection team identified the following strengths, weaknesses and other improvements needed:

#### STRENGTHS

- good on-the-job training
- good use of targets for learners
- well-resourced workplaces
- effective support for salons

#### WEAKNESSES

- lack of support for basic skills
- late introduction of key skills

#### OTHER IMPROVEMENTS NEEDED

- more coverage of health and safety during reviews
- more consistent use of ICT for advanced modern apprenticeships

12. There is good on-the-job training in salons. All training and assessment takes place at work. Learners are assessed while carrying out their work or during training days. A diverse range of clients is available for training purposes, allowing learners to gain broad experience. All salons provide well-structured training sessions. These include a detailed training plan, which is shared with learners. All training sessions observed by inspectors during the reinspection were graded satisfactory or better and 40 per cent were very good. All trainers and assessors working in salons are well-qualified commercial stylists who provide good professional guidance for learners. They provide additional training in product knowledge and technical skills. Learners' practical work often exceeds the standards normally expected for their qualification. For example, foundation modern apprentices were observed carrying out long-hair styles and difficult colour correction treatment, using pre-pigmenting techniques such as advanced foil and highlighting

## CHEYNES TRAINING REINSPECTION

techniques. As at the time of the original inspection, learners are still encouraged to take additional NVQ units, but this is now more effectively managed. It no longer slows progress of the main qualification and improves learning. Learners receive good guidance on portfolio-building and produce well-organised and clearly cross-referenced documents for assessment. In some salons, learners on advanced modern apprenticeship programmes make good use of ICT to help them build their portfolios, but this good practice is not used in all locations.

13. Cheynes Training makes good use of targets for learners. Reviews are used to set challenging targets which match each learner's individual rates of progress. Good use is made of the assessment process to thoroughly plan the next steps towards the full qualification. There is a good system for monitoring the time that learners take from starting their training programme to finishing the NVQ. The system is now well used to identify any unnecessary delays. Learners keep an effective NVQ unit-monitoring document in their portfolios to record all progress. Cheynes Training uses simple wallcharts in the salons to monitor individual learners' progress and to encourage friendly competition. The wallcharts give a clear indication of learners' progress, record unit achievement and highlight any outstanding work yet to be completed.

14. As at the time of the original inspection, all salons used by Cheynes Training have good resources for learning. Learners use a wide range of good-quality, professional products, including modern technical equipment. Many salons encourage learners to attend national exhibitions, trade fairs and award ceremonies to enhance their professional knowledge. Some salons have received awards through exhibitions, photographic and competition work. Learners have the opportunity to observe and participate in this work and some join artistic teams at their salons. Many learners seek to achieve the highest professional standards in their work. All salons provide ample time for learners to receive training during their working week. For example, the agreement between Cheynes Training and salons requires a minimum of 40 days training a year for each learner, but many receive significantly more training days than this.

15. Cheynes Training gives effective support to employers and trainers working in the salons. Employers are kept well informed about the learners' progress. Training advisers visit each salon at least every 12 weeks. They give useful verbal and written feedback to assessors on their performance. Salon staff are kept fully up to date with guidance on equal opportunities and any changes to the training procedures or qualification requirements. Cheynes Training is very effective at providing clear training procedures for salons to use, and training advisers respond rapidly to any questions. There are clear lines of communication. For example, all salons have access to a 24-hour contact telephone number in case of serious concerns affecting learners. Effective action plans are developed with salons at every visit. These plans include actions to improve training and assessment and to encourage learners to progress quickly towards their qualifications. The health and safety arrangements at each salon are very effectively monitored, but arrangements for checking learners' own understanding of health and safety during reviews are only satisfactory

16. There is a lack of support for learners who need basic skills support. Since the original inspection, Cheynes Training has introduced two diagnostic tests for newly recruited learners to identify individual needs. However, these are not yet being effectively used. For example, insufficient care is taken to mark the test accurately and inspectors observed frequent errors. The results of the tests are not yet sufficiently well used to update individual learning plans or to make practical arrangements for providing individual learners with the help they need. Some learners receive additional support from local colleges, some from salon staff and some from training advisers but this support is only rarely matched effectively to their individual needs.

17. Key skills training is still introduced into the programme too late for a considerable number of learners, particular for ICT. At the original inspection, there was poor overall provision for key skills training and assessment and no learners had completed the key skills requirements of their apprenticeship frameworks for many months. Since then, Cheynes Training has developed new key skills materials and activities for use alongside the NVQ work. However, these have not yet been fully implemented, and in some cases, learners still do not start key skills work until too long after they have started their NVQ work. After the original inspection, Cheynes Training established a subcontract with another training provider for training and assessment of the ICT key skills. This was suspended for approximately four months, which further delayed progress for some learners. A new subcontract was placed with a different training provider in February 2003.

18. At the time of the original inspection, achievement rates were poor. Many learners left training without completing the full requirements of their qualification. Since that time, retention and achievement rates have improved and are now on a marked upward trend. For example, for those learners who started a foundation modern apprenticeship in 1998-99, the overall achievement rate is 37 per cent, but for those who were still in learning from this group at the time of the original inspection, the achievement rate is now 81 per cent. The retention rate for the two groups is also 81 per cent. Similarly, from those learners who started a foundation modern apprenticeship in 1999-2000, one is still in learning and the overall achievement rate will not exceed 34 per cent, but for those who were still in learning at the time of the original inspection the achievement rate will be at least 77 per cent. The retention rate will also be at least 77 per cent. The pattern is similar, but less marked for advanced modern apprentices as the training programmes take longer to complete. Since the original inspection, 23 advanced modern apprentices and 112 foundation modern apprentices have completed the full requirement of their training programme. Newly recruited learners on foundation and advanced modern apprenticeship programmes are making good progress towards their full qualifications and understand the key skills requirement of their apprenticeship frameworks.

**Good Practice**

*In some salons, Cheynes Training uses a computerised graph for each learner which shows their progress each month and highlights how many assessments are outstanding. Both the trainer and the learner can tell at a glance how much progress has been made and how much work is outstanding. Trainers use this as an effective tool to motivate learners.*