

INSPECTION REPORT

GeTaHead Training

29 January 2004



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 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 learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** 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.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

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

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

GeTaHead Training

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. GeTaHead Training (GeTaHead) was formed in 1999. It has a contract for work-based learning in hairdressing with Nottingham Learning and Skills Council. Prior to that the organisation had a contract with North Nottinghamshire Training and Enterprise Council. It was then known as SR Training, named after the organisation's own salon Scarlett Ribbon. It also operates a hairdressing wholesale business. Since 2002, GeTaHead has been part of The Hair and Beauty Co Ltd, which includes the wholesale business and two salons. The main office, resource centre and one commercial salon is in the town centre of Retford, Nottinghamshire. The organisation also has three other resource centres in Doncaster, Worksop and Lincoln where their other commercial salon is located. All but one of the 56 hairdressing learners are modern apprentices. GeTaHead offers hairdressing training to its own learners and to staff of 10 other local salons. All practical training takes place in the workplace salons, and training is carried out by their senior salon staff. Background knowledge, key skills and literacy and numeracy work is carried out by staff at one of GeTaHead's resource centres.

2. The Hair and Beauty Co Ltd has four directors, one of whom is the managing director of GeTaHead. The managing director is responsible for business planning, financial management and internal verification. He is also a hairdresser and leads the hairdressing team. GeTaHead has a quality assurance co-ordinator who was appointed in October 2002. There are seven part-time trainer/assessors, three of whom started in December 2003. The administrator works for four days a week.

SCOPE OF PROVISION

Hairdressing & beauty therapy

3. GeTaHead has 56 learners, 46 of whom are foundation modern apprentices, nine are advanced modern apprentices and one learner is following a national vocational qualification (NVQ) at level 2 hairdressing programme. The foundation modern apprenticeships are planned to take 25 months and the advanced modern apprenticeships 30 months. Recruitment and selection is through referrals from employers and Connexions. Learners attend an induction at GeTaHead, as well as an induction into their salon. Background knowledge sessions take place at one of the four resource centres. Learners are trained in their salons by their own employer's staff. GeTaHead carries out initial assessment at the start of the training programme. Learners have a progress review every 12 weeks in their salon.

ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	16
Number of learner interviews	37
Number of staff interviews	17
Number of employer interviews	12
Number of locations/sites/learning centres visited	4
Number of visits	16

OVERALL JUDGEMENT

4. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the leadership and management, the quality assurance and the training in hairdressing are all unsatisfactory. Equality of opportunity is satisfactory.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

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

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

KEY FINDINGS

Achievement and standards

5. **Learners develop good practical skills**, often from an early stage of their programmes. The salons are modern and well resourced and most have senior staff who offer good training in commercial skills. Many learners are able to participate in a variety of additional training events and activities organised by their employers.

6. **Retention rates have improved since 2002-03.** A trial period before enrolment was introduced for 2002-03 starters. Psychometric testing was introduced for 2003-04 starters, to produce an occupational profile of new learners to see how their personal qualities relate to hairdressing as a career. There are now two trainers for background knowledge sessions. There are good working relationships between GeTaHead's staff

and learners and frequent salon visits provide many opportunities for learners to discuss concerns.

7. Learners make slow progress towards achieving the NVQ units and key skills. Since 2000, only one advanced modern apprentice and two foundation modern apprentices have completed the framework. GeTaHead requires all background knowledge work to be completed before practical assessments take place. The training can take months to complete and there are significant delays in assessing learners' practical skills. Some learners have difficulty getting appropriate clients for practice and assessment, and there is an over-reliance on the use of other learners, salon staff, family and friends.

Quality of education and training

8. The seven learning sessions observed were satisfactory or better. The practical sessions are much better than the background knowledge sessions. Practical demonstrations are used effectively to introduce learners to new skills. Learners are then supervised as they practise their new skills on clients. The learners enjoy these sessions and confidently ask relevant questions. Learners are given constructive feedback after completing practical tasks. However, background knowledge work is over-reliant on using task booklets and textbooks, and writing out questions and answers in the work folders.

9. The resources overall are satisfactory. Most salons are modern and well equipped with a good product range for salon use and retail sale. Senior staff are good role models for learners and many salons have male and female staff. GeTaHead compiles a salon resource list to check that all equipment needed for the NVQ is available at each salon. It does not compile a list of salon treatments and trainers' skills to ensure that learners can gain all the skills needed for the NVQ. GeTaHead's staff visit some salons to offer training in practical skills such as setting hair in pincurls, and long hairstyling techniques. Background knowledge sessions are less effective, and involve fewer alternative resources to avoid large amounts of reading and writing. Literacy and numeracy sessions and background knowledge work take place in the same small room and it is difficult for learners to concentrate. The variety of teaching strategies is restricted. For example, despite a learning centre being well-resourced with whiteboard, video and computer, the learning strategies are over-reliant on writing in work-packs. In addition, the cramped space restricts movement in the room. The computers are used by some learners for literacy and numeracy work.

10. Induction is satisfactory and includes the initial assessment of literacy and numeracy skills. However, it does not effectively recognise and record learners' prior learning, experience and achievements. Some learners have experience of salon work, and achievements gained with other providers such as the NVQ at level 1. This is not apparent from individual learning plans or targets and learners do not progress any faster than learners who have no prior hairdressing experience.

11. Internal verification is satisfactory. GeTaHead's assessors meet, but the work-based

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assessors do not get the opportunity to share good practice. The internal verification process has not identified the slow progress of many learners.

12. **Target-setting is ineffective throughout the learners' programmes.** Targets for the NVQ unit and key skills are not challenging, especially for learners who have prior experience. The 12-weekly progress reviews involve learners and their employers, but they are not always effective. The two-weekly action-planning reviews do not always involve the employers. Targets are frequently set without the employers' input about how they can realistically be achieved. Some review records have vague targets, and it is very difficult to measure achievement at subsequent reviews. Practical skills and abilities are not reflected in their targets. The shampooing unit is targeted for completion eight months after the start of the programme.

Leadership and management

13. **GeTaHead has clear, well-structured strategic planning** which links to the self-assessment report and business plan. There are clear responsibilities, timescales and measurable success criteria. Staff have the opportunity to contribute to the plans and have taken part in an analysis of the strengths, weaknesses, opportunities and threats faced by the organisation. All staff have a good understanding of the organisation's mission.

14. **The team-working is good.** There is regular formal and informal communication between staff and management. Staff value the flexibility in their working hours, which allows them to accommodate personal commitments. Meetings for all staff take place every fortnight and are well attended.

15. **Communication with employers is ineffective.** While staff are approachable and supportive, the communications are ineffective and do not allow the organisation of a comprehensive and integrated learning programme to meet individual needs. The employer agreement has insufficient detail to inform staff of their responsibilities. The agreements are the same for all employers. Senior staff visited salons to explain the content of the new employer handbooks. Some salons are using them to record training activities, but others are not. There are many opportunities to involve employers in NVQ and key skills activities but they are not taken.

16. **There is insufficient use of information and data** for management decisions. The data in the computerised system are not analysed and evaluated. Information from many sources about the slow achievement of NVQ units has not been used to review the strategy which requires background knowledge to be completed before any practical assessment takes place. Neither has the pace of the background knowledge training or the learning resources been altered to alleviate these delays.

17. **There is poor co-ordination of training and assessment activities.** Trainer/assessors implement the programmes following instructions from senior managers, but there is inadequate sharing of information about learners' abilities. Additional salon learning experiences, such as manufacturers' training, are not well recorded and are not planned

into the learners' programmes. Neither do staff adjust learners' programmes to use these experiences effectively. Many employers have little understanding of the NVQ units and key skills and how they can be assessed from everyday tasks.

18. **The induction and review materials are effective** and promote equal opportunities. Learners understand how equality of opportunity relates to salon activities and are aware of the various ways that staff can support them. The new review records prompt discussions about equal opportunities and there are questions available from a standardised selection. The frequency of salon visits by GeTaHead's staff, provides informal monitoring opportunities. There is good rapport between GeTaHead's staff and learners and this allows discussion about personal and work-related problems. There is also a confidential form that can be used to record sensitive matters. Most staff have attended training events relating to equal opportunities.

19. **There is some inequality in the access to training and assessment activities.** Some learners have insufficient time allocation, resources and support and some attend in their own time. Regardless of the initial assessment results, all learners are given the same induction pack and task booklets. These learning materials are mostly text and involve much reading and writing. The only additional support identified on individual learning plans and reviews is to offer learners more frequent attendance at background knowledge sessions. No staff have specialist qualifications in areas such as dyslexia, or experience of working with learners who have dyslexia. GeTaHead has been unsuccessful in appointing a specialist member of staff and has identified a current staff member for training in dyslexia support skills. Some learners take considerable time in completing tasks and often have to repeat work until it is correct. Some learners have difficulty finding clients for their training, practice and assessment.

20. **The implementation of strategies and developments to resolve known weaknesses has been slow,** even though recruitment has doubled since 2001. Poor achievement rates have been a problem for many years for all learners. This is noted as a weakness in the self-assessment report and has been a recurring agenda item in staff meetings. A comprehensive plan to deal with this has only been developed in the past three months. A monitoring system for NVQ unit achievement has now been developed to identify areas of slow progress. Plans are in place to use the information after the 12-weekly reviews to produce reports and as a focus for target-setting. A staff development training day on target-setting has recently taken place and there are plans to follow this up with regular meetings for trainers. However, the first cycle has not yet been completed.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- clear strategic planning
- good teamwork for new developments
- effective induction and review materials to promote equal opportunities

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Weaknesses

- insufficient use of information and data to make management decisions
- ineffective communication with some employers
- inequality for some learners in their access to training and assessment activities
- slow implementation of strategies and developments to resolve weaknesses

Hairdressing & beauty therapy

Strengths

- good development of practical skills
- improving retention rates

Weaknesses

- slow progress towards NVQ units and key skills
- ineffective target-setting
- insufficient co-ordination of training and assessment activities

WHAT LEARNERS LIKE ABOUT GETAHEAD TRAINING:

- 'doing clients' hair'
- the helpful, kind staff
- the practical training in the salons
- working in their salons
- the individual support
- meeting other learners at training sessions

WHAT LEARNERS THINK GETAHEAD TRAINING COULD IMPROVE:

- more time to do the NVQ and key skills work
- less reading and writing in the task booklets
- having to do all the background knowledge before being allowed to be assessed for practical skills
- not having to wait so long before getting assessed
- to have help in finding clients for training and assessment
- not having to attend training in their own time

KEY CHALLENGES FOR GETAHEAD TRAINING:

- maintain the good development of practical skills
- introduce alternative learning resources to reduce written information for some learners
- avoid delays in assessing practical skills
- consider alternative strategies for the delivery of the training programmes
- ensure effective communication with all employers
- use information and data more effectively
- fully use the newly implemented monitoring systems, for continuous improvement

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

The following strengths and weaknesses were identified during this inspection:

Strengths

- clear strategic planning
- good teamwork for new developments
- effective induction and review materials to promote equal opportunities

Weaknesses

- insufficient use of information and data to make management decisions
- ineffective communication with some employers
- inequality for some learners in their access to training and assessment activities
- slow implementation of strategies and developments to resolve weaknesses

21. GeTaHead has clear, well-structured strategic planning which links to the self-assessment report and business plan. There are clear responsibilities, timescales and measurable success criteria. Staff have the opportunity to contribute to the plans and have taken part in an analysis of the strengths, weaknesses, opportunities and threats faced by the organisation. All staff feel involved with the organisation and have a good understanding of its mission.

22. There is particularly good rapport and team-working by staff, which contributes strongly to all developments. New forms for NVQ at level 2 and 3 were introduced a few months ago in line with the new hairdressing standards. These are for the workplace salon trainers to record their hairdressing training activities, and to show that the activities are complete and that the learners are ready for assessment. In addition, learners have forms to record client treatments, and the skills and products used. These were initially piloted with salon trainers and learners in the two salons owned by GeTaHead before being widely distributed. There is regular formal and informal communication between GeTaHead's staff and management. The managing director operates an 'open-door' policy and staff at all levels of the organisation work well together. Staff value the flexibility in their working hours which allows them to accommodate personal commitments. Meetings for all staff take place every fortnight and are well attended. Staff work together enthusiastically, are very supportive of each other and are loyal to the organisation.

23. The staff appraisal process is satisfactory. Appraisal is carried out annually and staff development is linked to organisational priorities. Staff have recently attended a range of training days and training courses to further support them in carrying out their roles. Staff are appropriately qualified, but there is an over-reliance on part-time staff. Many advertisements for a hairdressing trainer and literacy and numeracy specialist have been

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unsuccessful. Alternative strategies are now being considered, including retraining existing staff. There are still no qualified staff to teach literacy and numeracy, although some learners have identified learning support needs. No other local organisations are used for learning support. A part-time trainer has been asked to work more hours and take on the role of equal opportunities co-ordinator and train to give support to learners who have dyslexia.

24. Communication with employers is ineffective. There is good rapport between employers and GeTaHead's staff but the communications do not allow the organisation of a comprehensive and integrated learning programme to meet individual needs. The agreement with employers is insufficiently detailed to identify their role and responsibilities. The agreements are the same for all employers, but arrangements are not. For example, learners have different amounts of time allocated to training and some are expected to attend background knowledge sessions in their own time. The new handbooks for employers include information about the new hairdressing standards and a range of new forms. Senior staff visited salons to explain their content, but some employers are not using them. The amount of practical training being offered by employers is inconsistent, and in some cases it is not meeting learners' needs. GeTaHead's staff are now providing some learners with practical training. These arrangements are not included in employer agreements and records are not complete. There are many opportunities to involve employers more fully in the NVQ and key skills activities, but they are not taken.

25. There is insufficient use of information and data to make management decisions. GeTaHead has a good computerised management information system and much data are collected. However, the data are not systematically analysed and evaluated. Data are not analysed to try to identify good practice or where support may be needed. The new monitoring forms include a lot of detail about NVQ unit achievement, but this has not been analysed to identify trends. GeTaHead's staff, employers and learners are aware that the assessment of practical skills is slow. This readily available information has not been used by senior staff to review the strategy that requires the background knowledge to be completed before practical assessment takes place. Neither has the pace of knowledge training or the learning resources been altered to alleviate these delays. This is despite new learners being concerned that they are slow in starting assessments and that they will have disproportionate amounts of work to complete towards the end of their programme. Senior staff carry out the planning of training and assessment, but they have insufficient information and data available to them.

Equality of opportunity

Contributory grade 3

26. GeTaHead has an equal opportunities policy, a disciplinary policy, a grievance and complaints procedure and an assessment appeals procedure. Equal opportunities is part of the induction programme and the learners' handbook includes further information and an equal opportunities quiz. The policy includes information on bullying and harassment. Most learners are aware of issues relating to equal opportunities and which staff are available to support them. Most salons have easy access for people with restricted mobility. The employers' agreement requires employers to adopt GeTaHead's

equal opportunities policy. Currently 8 per cent of GeTaHead's learners are men and some of the employers' salons have men as good role models in senior positions. The recruitment leaflet is well laid out, although it is mostly text with only a white female visual image being used. Equal opportunities is a standard agenda item at the fortnightly team meetings.

27. The induction and review materials to promote equal opportunities are effective. Learners understand how equality of opportunity relates to salon activities and are aware of the various ways that staff can support them. The new review records prompt discussions about equal opportunities and there are questions available from a standardised selection. The frequency of workplace visits by GeTaHead's staff, allows the opportunity for informal monitoring. There is a good rapport between GeTaHead's staff and learners and this allows discussion about personal and work-related problems. There is also a confidential form that can be used to record sensitive matters. Most staff have attended training events relating to equal opportunities.

28. There is some inequality in the access to training and assessment activities. Some learners have insufficient time allocation, resources and support and some attend in their own time. Regardless of the initial assessment results, all learners are given the same induction pack and task booklets. These learning materials are mostly text and involve much reading and writing. The only additional support identified on individual learning plans and reviews is to offer learners more frequent attendance at background knowledge sessions. No staff have specialist qualifications in areas such as dyslexia, or experience of working with learners who have dyslexia. GeTaHead has been unsuccessful in appointing a specialist member of staff and has identified a current staff member for training in dyslexia support skills. Some learners take considerable time in completing tasks and often have to repeat work until it is correct. Some learners have difficulty finding clients for their training, practice and assessment.

Quality assurance

Contributory grade 4

29. The quality assurance manual is comprehensive and identifies the key training processes, including induction, initial assessment, literacy and numeracy and key skills training, learner feedback and progress reviews. Many key documents, such as the progress review forms, have been updated since the summer of 2003. However, audits have not been carried out regularly over the past 12 months. The audit of documents which was carried out in December 2003, identified some areas for improvement which are now being dealt with. However, the missing information on individual learning plans, inconsistencies and the insufficient information on learners' progress reviews has not been identified. The appointment of a quality assurance co-ordinator was made in October 2002.

30. The procedure for completing questionnaires is generally satisfactory. Learners complete questionnaires three times during their programme and the questions used relate to the key stages of the training programme. Recently updated questionnaires now allow learners to comment on the quality of their training. There is insufficient analysis of the results, although identified actions are followed up. Employer

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questionnaires are distributed annually. Recently the employer questionnaire has been updated to include more questions on their learners' training. However, not many employers have responded. No actions have been identified from the employer feedback which was collected in 2002 and 2003.

31. The self-assessment process is satisfactory and involves all staff. Many of the hairdressing judgements are supported by inspection findings. Actions to deal with weaknesses have not been implemented, and this impacts adversely on learners. Many of the leadership and management weaknesses identified at inspection are not included in the self-assessment report. Leadership and management strengths are overstated.

32. Internal verification is generally satisfactory and meets the requirements of the awarding body. The annual sampling plan and monitoring documents are clear. Standardisation meetings take place regularly and the GeTaHead assessors who visit the salons meet regularly. However, most salons have work-based assessors and meetings do not include them. The internal verification process has not identified the late start of NVQ assessment and the resulting slow progress of learners.

33. The observation of staff training in the workplaces usually takes place each year, but it has not been carried out since December 2002. Previous observation records of background knowledge and practical training are detailed, comments are descriptive and supportive of the trainer. However, they do not focus on the learning taking place and any actions needed to improve the sessions. Progress reviews are not included in the observation schedule.

34. The implementation of strategies and developments to resolve known weaknesses has been slow, despite the fact that recruitment has doubled since 2001. Poor achievement rates have been a problem for many years for all learners. This is noted as a weakness in the self-assessment report and has been a recurring agenda item in staff meetings. A comprehensive plan to deal with this has only been developed in the past three months. A monitoring system for NVQ unit achievement has now been developed to identify areas of slow progress. Plans are in place to use the information collected after the 12-weekly reviews to produce reports and to provide a focus for target-setting. A staff development training day on target-setting has recently taken place and there are plans to follow this up with regular meetings for trainers. However, although a sample monitoring sheet has been produced, the first 12-weekly cycle has not yet been completed.

AREAS OF LEARNING

Hairdressing & beauty therapy

Grade 4

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	56	4

The following strengths and weaknesses were identified during this inspection:

Strengths

- good development of practical skills
- improving retention rates

Weaknesses

- slow progress towards NVQ units and key skills
- ineffective target-setting
- insufficient co-ordination of training and assessment activities

Achievement and standards

35. Learners are developing good practical skills, often from an early stage of their programmes. For example, a learner who had been on the programme for four months demonstrated a good level of skill while carrying out a foil highlights treatment. Some learners have worked in their salons part time before leaving school or have transferred from other training providers. Learners are able to participate in a variety of additional training events and activities organised by their employers. These include visits to trade shows and exhibitions, photo-shoots, competitions and seminars on manufacturers' products and techniques. Learners' portfolio work is generally satisfactory.

36. Retention rates are improving. From 2002-03 data, the rates are good for all learners. Of the 50 foundation modern apprentices who started, only six have left early. Of the four advanced modern apprentices who started, only one has left early. Two initiatives have impacted on the retention rates. A trial period before enrolment was introduced in the summer of 2002, and since summer 2003, psychometric testing is being used to produce an occupational profile of new learners to see how their personal qualities relate to hairdressing as a career. There is a good ratio of trainers to learners in background knowledge sessions. There are good working relationships between GeTaHead's staff and learners. The frequent salon visits provide many opportunities for learners to discuss concerns with staff.

37. Learners make slow progress towards achieving the NVQ units and key skills. Of the 11 advanced modern apprentices who started in 2000-01, only one has completed the framework, and one is still in learning. None of the four foundation modern apprentices who started in 2000-01 have completed the framework. Of the 22 foundation modern

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apprentices who started in 2001-02, only two have completed the framework and five are still in learning. All practical assessment takes place in the salons. Eight of the 12 salons have work-based assessors. Learners can book GeTaHead's assessors to visit their salons for assessment. The new practical workplace training plans enable salon trainers to record when learners have completed the skills training and are ready for assessment. However, there are still significant delays in assessing learners' practical skills. Internal verification has not identified that learners are making slow progress towards the achievement of their qualification. Some learners have difficulty finding clients for practice and assessment and there is an over-reliance on the use of other learners, salon staff, family and friends.

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

LSC funded work-based learning																
Advanced modern apprenticeships (AMA)																
	2003-04		2002-03		2001-02		2000-01		1999-2000		1998-99					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	1		3		11		11		9		7					
Retained*	0		0		4		2		5	56	4	57				
Successfully completed	0		0		0		1		1	11	3	43				
Still in learning	1		2		5		1		0	0	0	0				

*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

LSC funded work-based learning																
Foundation modern apprenticeships (FMA)																
	2003-04		2002-03		2001-02		2000-01		1999-2000		1998-99					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	28		22		22		4		4		2					
Retained*	1		2		4		0	0	0	0	1	50				
Successfully completed	1		0		2		0	0	0	0	0	0				
Still in learning	26		15		5		0	0	0	0	0	0				

*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

LSC funded work-based learning																
NVQ Training																
	2003-04															
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	1															
Retained*	0															
Successfully completed	0															
Still in learning	1															

*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

Quality of education and training

38. Most salons are modern and well equipped with professional product ranges for salon use and retail sale. Senior staff are good role models for learners and many salons have male and female staff. Standards of commercial hairdressing are good. GeTaHead compiles a salon resource list to check that all equipment needed for the NVQ is available in each salon. Records show that some salons buy items, such as hair rollers, especially for their learners. However, GeTaHead does not compile a list of salon treatments and salon trainers' skills to ensure that learners can gain all the skills needed for the NVQ. This can create other problems; for example, a salon that does very few perming treatments was struggling to get clients for its learner. The learner had seen few perms carried out and was unfamiliar with the related technical language. GeTaHead's staff visit some salons to offer training in practical skills such as hair-setting with pin-curls and long hairstyling techniques.

39. Training sessions are satisfactory or better. The practical sessions are much better than the background knowledge sessions. Practical demonstrations are used effectively to introduce learners to new skills, and they are then supervised as they practise their new skills on clients. The learners enjoy these sessions and confidently ask their trainers relevant questions. Learners are given constructive feedback after they have completed practical tasks. The background knowledge sessions are over-reliant on learners working independently and on completing work from task booklets and textbooks. The learning resources for the background knowledge sessions are satisfactory overall. The ratio of trainers to learners is good, often with two trainers to seven learners. There are two trainers for each background knowledge session and learners are given much individual support. However, this is not always well planned or carried out and the trainers can disrupt the learners' work which is set by their colleague. For example, literacy and numeracy training and background knowledge sessions took place in the same small room and it was difficult for learners to concentrate. Despite a learning centre being well-resourced with whiteboard, video and computer, the learning strategies are over-reliant on writing in work-packs. In addition, the cramped space restricts movement in the room. The computers are used by some learners for literacy and numeracy work.

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40. All learners have a satisfactory induction to their training. Learners are given information on the NVQ and the assessment process, and instruction on health and safety and equal opportunities. Trainers develop good working relationships with learners who feel able to approach them with problems. The hairdressing kit and hairdressing textbook is given to all learners, and this enables them to participate fully in all activities from the start of the programme, without financial hardship.

41. The initial assessment of learners' literacy and numeracy skills during induction is satisfactory. Systems are in place to offer support to those learners who need it. Learners have individual support from GeTaHead's staff and task booklets are used to develop learners' numeracy and literacy abilities. Learning support takes place during the background knowledge sessions and details are recorded. Some learners are unaware that additional support is available, while others have received individual support in the past. For example, one learner felt she had benefited from the support and it had helped her with the background knowledge. However, another learner is still waiting for learning support which was identified at the initial assessment four months previously.

42. The initial assessment process does not effectively recognise and record learners' prior learning, experience and achievement. Some learners have experience of salon work and hairdressing, and some have been with other providers and have achievements such as the NVQ at level 1. This is not apparent from the individual learning plans and they do not progress any faster than learners who have no prior experience. Some learners have background knowledge sessions covering 46 hours in each 12-month period, while others have only 22 hours. The allocation of session time is not related to the initial assessment results and the learners' individual learning plans do not record the reasons for the decisions. The individual learning plans do not show that some salons offer limited opportunities for learners to observe, practise and be assessed in some skills.

43. Internal verification assures the quality of the assessments. It takes place regularly and visits are planned up to 12 months in advance to cover all types of evidence across all units. Internal verifiers observe assessors assessing learners' practical skills and then give clear feedback. This is recorded and the resulting actions are checked to ensure compliance. Assessor meetings are held to ensure standardisation of assessment. In addition, there is a long-term sampling plan and an overall monitoring document. However, records provided by internal verification are not used to evaluate the performance of individual assessors, assessment centre performance, the accessibility of equipment, client availability, or the average time for achievement of individual NVQ units, or completion of modern apprenticeship frameworks.

44. Target-setting is ineffective throughout the programme. Targets on individual learning plans are not set by using all the information about learners. Often learners have been working for many weeks in their workplace before joining GeTaHead. Targets for NVQ units and key skills are not challenging, especially for learners who have prior hairdressing experience. However, learners' key skills concessions, proxy qualifications and previous key skills achievements are accredited. The unsatisfactory target-setting continues into the review process. The 12-weekly progress reviews involve learners and their employers, but they are not always effective. The two-weekly action-

planning reviews do not always involve the employers, even though they are delivering all practical training. Decisions are made without employers' input about how the targets can realistically be achieved. The quality of the review records varies. Some have vague targets, and it is very difficult to measure achievement at subsequent reviews. Some learners are unclear about their targets and how they are to be achieved. One learner who was due to finish the NVQ at level 2 the following month, had assessments in five NVQ units to complete. The only target was colour, cutting and setting units in the 12-week target section of her review. Some learners have practical skills that are not reflected in their target achievement dates. For example, many learners have the NVQ at level 2 shampooing/conditioning unit targeted for completion eight months after the start of their programme, but they will have been carrying out the treatment frequently in the salon for nearly a year.

Leadership and management

45. The co-ordination of training and assessment activities is poor. GeTaHead's trainers and assessors implement the training and assessment programmes following the instructions of senior managers. These staff have caseloads of learners and mostly deal with specific, allocated salons. The staff who carry out the review process often need to communicate with the background knowledge trainers and the practical skills trainers in the salons to co-ordinate learners' individual programmes. This is not done effectively and some learners take many months to complete the background knowledge task booklets, while their practical skills are advanced. GeTaHead's staff and learners are often aware that learners' practical skills are ready for assessment, but the background knowledge work is incomplete. However, this information is not used to adjust the learners' programme. Additional salon learning experiences, such as competition-work and manufacturers' training are not well recorded or planned into the learners' programmes. Neither is action taken by GeTaHead's staff to adjust learners' programmes to use these experiences effectively. Although the newly introduced training plans have been devised to improve links, there is still insufficient co-ordination between salon practical work and the background knowledge activities. Many employers have little understanding of the NVQ units and key skills or their relevance to the workplace. An employer handbook has recently been given to salons for learners who are working towards the new hairdressing standards.

46. There is some inequality in the access to training and assessment activities and some learners have insufficient time allocation, resources and support. Quality assurance activities have not identified causes for concern with learners' training and assessment, although the self-assessment report did note the poor achievement rates. The quality assurance processes have vague targets on review forms, insufficient employer involvement in decision-making and have not identified missing information on individual learning plans.