

INSPECTION REPORT

Philip's Hair Salons

12 December 2003



ADULT LEARNING
INSPECTORATE

PHILIP'S HAIR SALONS

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
- **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.

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

Philip's Hair Salons

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Philip's Hair Salons was established in 1974. It operates four salons in West Yorkshire, and has been training its own staff in hairdressing since 1990. In 1999 it developed its provision to include government-funded training in hairdressing, and established a training centre at its salon in Wakefield. Philip's Hair Salons has a contract with West Yorkshire Learning and Skills Council (LSC) to provide foundation and advanced modern apprenticeships in hairdressing, and with Jobcentre Plus to provide national vocational qualification (NVQ) training as part of a New Deal for Lone Parents pilot scheme.

2. The training arm of the company is run by a management team consisting of a contracts manager and a training co-ordinator. The contracts manager has overall responsibility for the strategic management of the organisation, for financial management and for quality assurance. The training co-ordinator is responsible for managing learners' training. She is supported by five part-time tutors who also work in hairdressing salons, and by nine qualified assessors. Four members of staff are qualified as internal verifiers. Three employees provide administrative support to the company and its training arm.

3. The Wakefield area includes both rural and urban communities. The service sector accounts for 75 per cent of employment in the region. In November 2003, the unemployment rate in Wakefield was 2.1 per cent compared with 2.5 per cent for England as a whole. In 2002, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 45.6 per cent, compared with 51.6 per cent nationally. According to the 2001 census, the proportion of people in Wakefield who are from minority ethnic groups is 2.3 per cent, compared with 9.1 per cent for England and Wales as a whole.

SCOPE OF PROVISION

Hairdressing & beauty therapy

4. Philip's Hair Salons currently provides training in hairdressing for 80 learners. Thirty-one of these are hairdressing foundation modern apprentices working towards a level 2 NVQ and appropriate key skills. Forty-one are advanced modern apprentices working towards a level 3 NVQ, appropriate key skills and the recently introduced technical certificates. A further eight clients are taking part in a New Deal for Lone Parents pilot scheme, and are working towards an NVQ at level 2 in hairdressing. All learners are employed in, and the New Deal clients are on work placements at Philip's Hair Salons or one of 40 independent salons in the Wakefield area.

5. Learners attend off-the-job training at a training centre above Philip's Hair Salons' Wakefield premises. Foundation modern apprentices receive training on one of three days each week; advanced modern apprentices receive training on one of two days each week; clients on the New Deal programme attend for two days each week. Assessments

PHILIP'S HAIR SALONS

for the NVQ and key skills qualifications are carried out in the training centre and the workplace.

ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	9
Number of learner interviews	17
Number of staff interviews	10
Number of employer interviews	5
Number of locations/sites/learning centres visited	1
Number of visits	10

OVERALL JUDGEMENT

6. The quality of provision is adequate to meet the reasonable needs of those who receive it. More specifically, Philip's Hair Salons leadership and management are satisfactory, as are its approach to equality of opportunity and arrangements for quality assurance. The quality of training in hairdressing is good.

GRADES

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

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

Hairdressing & beauty therapy	2
Contributory grades:	
Work-based learning for young people	2
New Deal 25+	None

KEY FINDINGS

Achievement and standards

7. Retention rates are good on the foundation modern apprenticeship programme and New Deal for Lone Parents pilot. Seventy-five per cent of learners starting foundation modern apprenticeships in 2000-01 were retained, and two thirds of the 2002-03 clients on the lone parents pilot are still on programme after nine of their twelve months.

8. Learners achieve good standards of practical skill on the level 2 NVQ programme.

Foundation modern apprentices and New Deal clients demonstrate a good level of knowledge and good social skills, and work with confidence.

9. The quality of work in advanced modern apprentices' portfolios is good. **However, progress towards completion of the framework has been slow.** Of the 24 learners who began the programme in 2000-01, 12 were retained. Seven learners completed the framework, and four will receive their final assessment in January 2004.

Quality of education and training

10. **Learners receive good on- and off-the-job training.** Sessions are planned, co-ordinated and delivered well. Tutors are professionally competent as hairdressers and trainers. Eighty-six per cent of the sessions observed were good, and 14 per cent were satisfactory.

11. **Training provision is very flexible and is arranged to meet individual learners' needs.** Attendance days can be changed to meet individual and work placement needs. New Deal clients can negotiate attendance times to accommodate family or work commitments.

12. **Progress reviews are particularly thorough.** They cover all aspects of learners' programmes and are particularly effective at linking on- and off-the-job training.

13. **Valuable support is given to all learners.** Staff members understand a range of methods for supporting people with learning or personal difficulties, and with differing physical abilities, and use these methods well to meet individual learners' needs. Particularly good pastoral support is given to learners with any work or personal problems.

14. **Too few assessment opportunities are provided for learners.** Not enough work-based assessors are available to cover the learners employed in independent salons. These learners often have to wait too long between assessments. There is often a shortage of clients available for practice and assessment during the off-the-job training.

15. Philip's Hair Salons' use of individual learning plans is inadequate. Many plans are incomplete. They are not individualised or kept up to date.

16. Tutors help learners with literacy, numeracy and language skills support needs where they can. However, the training and support provided are not enough to help learners overcome all the difficulties they may have.

Leadership and management

17. **There is good forward planning to develop its modern apprenticeship provision to meet learners' needs.** The organisation keeps itself well informed about local and national programme developments and prepares carefully to respond to these changes. It uses its development plan well as a tool for reviewing and improving provision.

18. **Philip's Hair Salons has good partnership arrangements with employers.** Workplace supervisors and salon managers are kept well informed about their learners' programmes. They contribute effectively to learners' training and assessment.

19. **Philip's Hair Salons responds well to local initiatives to meet the area's training and development needs.** These responses include promoting the industry through a local competition, participating in a scheme to combat teenage pregnancy and piloting a programme for lone parents.

20. **Target-setting is ineffective.** Targets for improvements to recruitment, retention and achievement rates are set but are not communicated well to staff. Appraisals are not yet used to set performance objectives for staff. Action plans on learners' progress reviews are not always sufficiently specific or detailed.

21. The staff at Philip's Hair Salons hold regular and frequent meetings. **However, these meetings are not always documented well.** It is difficult to follow proposed developments through from conception to implementation and review.

22. **Scheduling of activity on the New Deal pilot is inadequate.** Assessment of clients' skills does not begin early enough in their programmes and units are not individually accredited. Clients do not keep adequate records of their jobsearch activities or receive enough jobsearch training.

23. **Philip's Hair Salons promotes equality of opportunity well to learners.** Learners undergo a planned programme of development over an extended period of time at the start of their course. The sessions cover topics including discrimination, bullying, harassment, sexuality, disability, sex education, professionalism and ethics.

24. **Measures to attract learners from under-represented groups have not yet been effective.** Too few men currently participate in training. The company provides additional support for learners with disabilities, but does not advertise this in its recruitment literature or on its application form. People with restricted mobility currently have poor access to the company's training rooms.

25. **Philip's Hair salon uses self-assessment very effectively.** All training staff and managers meet every quarter to review provision and to suggest improvements. Staff are confident about proposing change, and responsive to suggestions for improvement. At the end of the year, the process culminates with a revised self-assessment report and a new development plan.

26. **The quality assurance arrangements at Philip's Hair Salons are incomplete.** Much informal quality assurance takes place and any identified weaknesses are rectified. Philip's Hair Salons has a strategy and an overview document for quality assurance, but gaps exist in the overview and it has not yet become established as a coherent system for quality assurance.

27. Internal verification arrangements are incomplete. Some assessors have not been observed for over a year and learners complete several units of their qualification before their assessments are internally verified. The internal verification that takes place is sound and an appropriate sample of evidence is reviewed.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good forward planning for modern apprenticeship programmes
- good partnerships with employers
- good response to local initiatives
- good promotion of equality of opportunity to learners
- very effective use of self-assessment

Weaknesses

- ineffective target-setting
- incomplete recording of meetings
- inadequate scheduling on New Deal pilot
- ineffective measures to recruit learners from under-represented groups
- incomplete quality assurance arrangements

Hairdressing & beauty therapy

Strengths

- good retention rates on foundation modern apprenticeship and New Deal pilot programme
- good development of practical skills on level 2 NVQ programmes
- good on- and off-the-job training
- flexible training opportunities to meet individual learners' needs
- thorough progress review process
- valuable support for learners

Weaknesses

- slow progress towards completion on advanced modern apprenticeships
- insufficient assessment opportunities
- inadequate use of individual learning plans
- poor arrangements for learners with literacy and numeracy support needs

WHAT LEARNERS LIKE ABOUT PHILIP'S HAIR SALONS:

- the small classes
- supportive staff - 'I can ask for help when I need it'; 'they explain things better than at college'
- meeting people at the salon and the training centre
- developing new skills - 'I've learnt a lot'
- being treated like adults, with respect
- doing practicals - 'transforming someone'
- the courses for juniors
- the salon assessments
- the time available for questions and answers
- the New Deal pilot - 'a second chance to do hairdressing'
- the confidence they gain

WHAT LEARNERS THINK PHILIP'S HAIR SALONS COULD IMPROVE:

- the intensity of the programmes - 'I'd like to be pushed harder'
- the amount of time to complete the New Deal programme
- the number of clients to practice on
- the amount of chances to be assessed
- the opportunities to practice men's cutting
- the money
- the number of practical sessions
- the time available for background knowledge work

KEY CHALLENGES FOR PHILIP'S HAIR SALONS:

- implement a complete quality assurance system
- increase assessment opportunities
- improve the scheduling on the New Deal for Lone Parents programme
- improve the use of individual learning plans
- set and communicate targets more effectively
- improve recording of meetings
- consolidate arrangements for meeting learners' literacy and numeracy needs
- improve access to training for learners with restricted mobility

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good forward planning for modern apprenticeship programmes
- good partnerships with employers
- good response to local initiatives
- good promotion of equality of opportunity to learners
- very effective use of self-assessment

Weaknesses

- ineffective target-setting
- incomplete recording of meetings
- inadequate scheduling on New Deal pilot
- ineffective measures to recruit learners from under-represented groups
- incomplete quality assurance arrangements

28. Philip's Hair Salons carries out good forward planning to develop its modern apprenticeship provision to meet learners' needs. This strength was identified in the self-assessment report. The company effectively anticipates and prepares for change. It reviews its staffing structure, its premises and resources and prepares sound forward plans to take account of known and possible changes in the short and long term. These plans aim to maintain or improve the service to learners. Philip's Hair Salons' development plan for provision is used well. It is reviewed systematically each quarter and amended to take account of changes and improvements. Management information is used well to monitor provision and support decisions. Further development needs are identified and incorporated into the plan. Staff are closely involved in, and contribute effectively to these reviews. The company keeps itself well informed about national developments and changes to programmes, and prepares carefully to respond to these changes. For example, in anticipation of the introduction of the technical certificate for the advanced modern apprenticeship in hairdressing, the company introduced a course and staff development programme and was able to introduce the qualification as soon as it became available in September 2003.

29. Philip's Hair Salons has good partnership arrangements with its work placement employers, to provide effective training and assessment for learners. Its learners are employed in over 40 different hairdressing salons in West Yorkshire. Workplace supervisors and salon managers are kept well informed about their learners' programmes. They are provided with a detailed pack of information at the beginning of the learners' course, and receive regular updates on learners' progress. Workplace

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supervisors are closely involved in, and contribute to, learners' progress reviews. They contribute effectively to training by releasing learners for off-the-job training and by providing on-the-job training. A few workplace supervisors assess learners on the job, and others regularly provide witness testimony. However, not enough of the workplace supervisors who have assessor qualifications are used to assess learners in salons. Philip's Hair Salons provides good information for employers on their role in supporting and training learners, and on good employment practices including health and safety and equality of opportunity. The company has started to organise meetings of employers to exchange information and ideas and to collect feedback on the provision. Only two of these meetings have been held, but they have proved effective in providing an opportunity for employers to meet and exchange information. Employers are very satisfied with the service provided by Philip's Hair Salons, and with the training provided for learners.

30. Philip's Hair Salons responds well to local initiatives aimed at promoting training and employment to potential learners. This strength is identified, in part, in the self-assessment report. For example, it sponsors a competition in the local newspaper aimed at attracting young people to work in hairdressing. As part of a local initiative to combat teenage pregnancy and young motherhood it has introduced a sex education and awareness component into its equal opportunities training. It is currently working with Jobcentre Plus on a pilot to offer clients on the New Deal for Lone Parents programme training leading to an NVQ at level 2 in hairdressing. This has been very successful in enabling unemployed lone parents to train for a valuable qualification, gain the confidence and skills to enter the job market and find employment. Learners are delighted with the second chance the programme has given them. In the initial pre-pilot phase of the programme, two of the three learners obtained jobs in hairdressing.

31. The arrangements for internal communication are sound. Managers and staff, many of whom are part-time employees, work effectively as a team and keep one another informed of developments. They understand the organisation's aims and contribute to them.

32. Targets for improvements to recruitment, retention and achievement rates are set by senior managers as part of the profile agreed with the LSC, but these are not communicated well to staff, who are not involved in setting those targets. Staff have a strong sense of the importance of retention and achievement and are kept up-to-date with the company's performance. However, they do not have enough opportunities to identify obstacles to the achievement of targets, or to discuss ways of overcoming them. Appraisals take place annually and, most recently, were used well to review job roles and identify training needs. However, they are not used to set performance objectives for staff or to indicate ways in which they might contribute to the achievement of realistic targets for retention and achievement rates. Action plans on learners' progress reviews are not always sufficiently specific or detailed.

33. Regular and frequent meetings are held by the company's staff but are not always documented well. Philip's Hair Salons has identified this and has recently begun to produce more detailed minutes of meetings. The meetings effectively enable staff to

work as a team, and exchange information and ideas. Staff who cannot attend are often informed of the discussion and outcomes of meetings by their colleagues. However, minutes do not identify a sufficiently clear purpose for the meeting. Agendas for meetings are not always clear, and action points are not always noted. Actions arising from discussion are not always assigned to individuals, do not include timescales for review or completion, and are not systematically reviewed at subsequent meetings. It is difficult to follow proposed developments through from their conception to their introduction and review.

34. Programme scheduling on the New Deal pilot is inadequate. Philip's Hair Salons identifies this in its self-assessment report. Staff have been very responsive to client's needs, and have made amendments to the schedule to meet them, but some weaknesses remain. Assessment of clients' skills does not begin early enough in their programmes and many still have several units to complete as they approach the end of their 12-month programme. Individual units are not accredited, although Philip's Hair Salons has agreed to assess clients who are out of funding if they find suitable employment and have not completed their NVQs. Clients carry out a number of activities to prepare them for employment in the hairdressing industry, including searching for work placements, learning how to present themselves for employment in salons, and becoming more confident at taking trade tests. However, these activities are not recorded or systematically scheduled into provision. Clients do not receive training in key jobsearch skills such as the writing of curriculum vitae, using the internet for jobsearch, or writing speculative letters or letters of application. They are not systematically referred to their personal advisers for information and guidance on financial planning to assist them in their employment decisions.

Equality of opportunity

Contributory grade 3

35. Philip's Hair Salons promotes equality of opportunity well to learners. It provides learners with an equal opportunities statement which emphasises the importance of equality of opportunity in helping them achieve their ambitions. Learners take part in a development programme, consisting of seven sessions held over an extended period of time at the start of their course. The sessions cover topics including discrimination, bullying, harassment, sexuality, disability, sexually transmitted infections, professionalism and ethics. Role-play, discussion, worksheets, handouts and published materials are used to develop and reinforce learners' awareness. This programme was introduced for the 2003-04 intake of learners and is already proving effective in raising their awareness to equal opportunities topics. The programme is being introduced to learners from earlier intakes over a longer period of time. Learners have taken part in workshops based on dramatised situations challenging equality of opportunity. These have also been effective in raising their awareness. Simple and effective leaflets are provided for learners on bullying, harassment and employees' rights and responsibilities. Though the leaflets do not give information on how to complain if learners feel they have been unfairly treated, learners know what action to take, and are confident that their concerns will be dealt with. Learners' progress review documents contain a prompt on equality of opportunity. This has recently been amended to test learners' knowledge of equality of opportunity, but it is not always used to develop or reinforce their understanding.

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Learners' understanding of equality of opportunity is generally satisfactory and, in some cases, is good. The company identifies its good promotion of equality of opportunity in its self-assessment report.

36. Philip's Hair Salons' publicity materials advertises its commitment to equality of opportunity and does not use stereotypical images or language. The company has implemented flexible arrangements for learning to create good access to on- and off-the-job training. This is particularly true for learners on the New Deal for Lone Parents programme, where arrangements are in place to help clients with childcare responsibilities. Employers are given information packs to make clear their role in ensuring equality of opportunity for learners. Philip's Hair Salons thoroughly checks employers' arrangements for health and safety and categorises them according to the level of their compliance with its requirements. It also checks their provision for equality of opportunity, although this check is not as thorough. Employers that do not meet minimum requirements are not used by the provider. Employers sign up to a sound equal opportunities statement which Philip's Hair Salons includes in their contracts.

37. Philip's Hair Salons collects information on learners' ethnicity and gender, and analyses it for imbalances. The company has identified that it attracts too few male learners to its programmes and has taken some action to redress this imbalance. It has sponsored a competition to promote the industry and attract male applicants, and plans to develop a barbering course. However, these actions have not yet been effective in increasing the number of male learners. The company identifies this in its self-assessment report. Philip's Hair Salons provides additional support for learners with disabilities, but does not advertise this in its recruitment literature or on its application form. People with restricted mobility have poor access to the company's training rooms which are on the first floor. Arrangements are in place for learners to work with models with restricted mobility in the ground floor salon below the training rooms. However, no arrangements are currently in place for learners with restricted mobility. Philip's Hair Salons has identified this weakness and is currently considering ways to overcome it.

Quality assurance

Contributory grade 3

38. Philip's Hair Salon uses self-assessment very effectively. All training staff and managers meet every quarter to review the training provision and to discuss progress against the actions identified in the development plan. These actions are closely linked to strengths and weaknesses in the self-assessment report. Changes are proposed, implemented and reviewed and staff are very responsive to suggestions for improvement. Weaknesses are removed from the plan when they are rectified, and new strengths and weaknesses are added where appropriate. A master copy of the development plan is kept for reference. It clearly shows the outcomes of each quarterly review and the improvements that have been made. However, no other minutes or records of the meeting are kept. At the end of the year, a revised set of strengths and weaknesses and an accompanying report are prepared. This new self-assessment report is circulated to training staff for consultation and comment before being submitted to the LSC. The self-assessment report is accurate and appropriately self-critical. The process is effective in improving provision. Most of the findings in the self-assessment report

matched the findings of the inspectors.

39. Feedback from learners is regularly collected and any concerns identified are dealt with. Feedback indicates good levels of satisfaction and generates good suggestions for programme improvements, which are considered and acted upon where appropriate. A good confidential reporting system is available to learners who have personal concerns that they would like help with. Arrangements for collecting feedback from employers are sound and, where appropriate, action is taken to make changes. Employers are also very satisfied with provision.

40. Philip's Hair Salons' quality assurance arrangements are incomplete. The company identifies this weakness in its self-assessment report. Much informal quality assurance takes place and identified weaknesses are rectified. Staff are good at reviewing and developing provision as part of the self-assessment process. The company has a strategy for quality assurance and an overview document which lists the components of a quality assurance system. However, some gaps exist in this overview and it has not yet become established as a coherent system for quality assurance. Components of the overview include procedures for key aspects of provision including recruitment, initial assessment, induction, training, progress reviews, and assessment and verification. However, no system is in place to monitor their implementation. Support elements in the overview include an internal audit of all systems and some checks do take place, but the arrangements for this are not clear. Inconsistencies in some aspects of provision have arisen. For example, learners do not all receive their planned progress reviews at the end of their initial assessment period. Monitoring documents show when learners' progress reviews should take place and the company performs a statistical analysis of completed reviews, but missed reviews are not picked up. Internal checks do not monitor the quality of information recorded in the reviews. Individual learning plans are not always properly completed. Some do not contain key information such as the outcomes of initial assessment, proposed and actual review dates and assessment arrangements. Where instances of non-compliance are identified, action is taken. However, records of non-compliance are not kept or analysed to identify trends. The training co-ordinator monitors the work of tutors and assessors. Tutors are observed delivering sessions once or twice a year and records are kept of the observation, but it is not clear how observations contribute to the overall assessment of provision. Internal verification arrangements are incomplete. Some assessors have not been observed for over a year and learners complete several units of their qualification before their assessments are internally verified. When internal verification takes place it is sound, and an appropriate sample of evidence is reviewed.

AREAS OF LEARNING

Hairdressing & beauty therapy

Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	72	2
New Deal 25+	8	None

The following strengths and weaknesses were identified during this inspection:

Strengths

- good retention rates on foundation modern apprenticeship and New Deal pilot programme
- good development of practical skills on level 2 NVQ programmes
- good on- and off-the-job training
- flexible training opportunities to meet individual learners' needs
- thorough progress review process
- valuable support for learners

Weaknesses

- slow progress towards completion on advanced modern apprenticeships
- insufficient assessment opportunities
- inadequate use of individual learning plans
- poor arrangements for learners with literacy and numeracy support needs

Achievement and standards

41. Retention rates on the foundation modern apprenticeship programme are good. Six of the seven learners who began their training in 1999-2000, were retained. In 2000-01, 75 per cent of learners were retained, and 58 per cent completed their framework. Although retention and completion rates fell for learners starting programmes in 2001-02, the company changed its procedures to accommodate new requirements and retention has now improved. Retention rates on the New Deal pilot programme are also good. Eight of the 12 clients who began the pilot in 2002-03 remain on the level 2 NVQ hairdressing course nine months into the programme, and are all on target to complete their training within the 12 months allowed for the programme.

42. The quality of advanced modern apprentices' portfolios is good. Retention rates are satisfactory. However, progress towards completion of the framework has been slow. Twelve of the 2000-01 intake of 24 learners have been retained. Seven have completed the framework, and four are ready to receive their final assessment in January 2004.

43. Learners achieve good standards of practical skill on the level 2 NVQ programme.

Foundation modern apprentices and New Deal clients discuss and carry out their practical tasks with secure knowledge and confidence. They demonstrate a good level of knowledge and good social skills when working with hairdressing models and clients. They propose realistic and feasible hairstyles to meet clients' individual needs and hair types. The finish given to clients' hair is of a professional standard.

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								
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	10		17		29		24		12							
Retained*	0		0		3		12	50	7	58							
Successfully completed	0		0		1		7	29	6	50							
Still in learning	10		13		13		5	21	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								
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	14		23		11		12		7							
Retained*	0		2		0	0	9	75	6	86							
Successfully completed	0		2		0	0	7	58	2	29							
Still in learning	14		15		2	18	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

Jobcentre Plus funded programmes																	
New Deal 25+	2002-03																
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	12															
Retained*	0																
Planned learning completed	0																
Gained job	0																
Still in training	8																

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

Quality of education and training

44. Learners and clients receive good training both at the training centre and at their work placements. Tutors give careful consideration to their demonstrations and explanations, and the quality of work shown to learners is good. Learners are given ample opportunity during and after demonstrations to ask questions and discuss particular aspects of interest. Tutors plan sessions carefully to help learners make close connections between background knowledge and practice. They explain technical language clearly, and use it well to help learners complete written assignments and external tests. Most tutors are also employed as stylists in hairdressing salons. They use their comprehensive subject knowledge and experience well to keep learners informed of new developments and to make clear links between learners' training and the hairdressing industry. Much emphasis is placed on producing good standards of work in commercially acceptable timeframes. The development of learners' personal and social skills is also prioritised. Learners and tutors are given good opportunities to attend professional training events on styling, cutting and technical services. Tutors use these events well to keep up to date, and learners use them to extend and develop their skills. Learners have good working relationships with their tutors and hairdressing models and clients. Tutors effectively motivate and encourage their learners to develop good skills.

45. Philip's Hair Salons' training provision is very flexible and arranged to meet individual learners' needs. Foundation modern apprentices can choose from one of three days in the week to attend their off-the-job training, and advanced modern apprentices have a choice of two days. Attendance days can be changed to meet the needs of learners and their work-placements providers. New Deal clients can negotiate attendance times in order to accommodate family or work commitments. The flexibility extends to accommodate learners' personal needs. For example, one learner is on maternity leave from her salon but still attends off-the-job training. The flexibility also enables employers to have a choice of days on which to release their learners. This is particularly helpful for those employers with more than one learner. Attendance and punctuality in off-the-job training are good.

46. Progress reviews are particularly thorough. Most are conducted every eight weeks. Summaries of learners' progress are prepared before the review and include good quality information on the progress they have made in their off-the-job training. The summaries cover attendance and punctuality, attitude to learning and the enthusiasm learners demonstrate during off-the-job training. Tutors comment on background knowledge and practical achievement and note the assessments which learners have completed since their last review. Clear information on what should be practised in work placement salons is also included and any other areas of progress that may need discussing are noted. This information is shared effectively with learners and salon representatives during reviews. Particular emphasis is placed on skills the learner needs to practice at work. Sharing this information helps reinforce learning on and off the job. Employers also record their comments on learners' progress at work. Completed progress review documents are shared with learners, academy tutors, reviewers and employers. The process is particularly effective in ensuring consistency and coherence in learning and

skill development.

47. Valuable support is given to all learners. All staff understand different methods for supporting people with learning or personal difficulties and differing physical abilities, and use these well to meet individual learners' needs. Tutors use a good range of training resources and, where appropriate, specialised equipment, to meet individual learners' needs. Staff are particularly well informed about dyslexia. They are aware of what dyslexia is and how to identify it. They prepare specialised training materials for learners with dyslexia, and support them effectively in background knowledge sessions, practical classes and projects and assignments. Tutors place particular emphasis on helping learners to persevere when faced with disappointments in their performance. Tutors also encourage self-appraisal. This focuses learners on individual strengths and weaknesses and helps them work on personal development needs. Tutors give good pastoral support to help to alleviate any work or personal problems learners may have. For example, learners with domestic problems, epilepsy and unexpected pregnancy have been provided with support, guidance and access to external, specialist agencies. Learners are given tutor's mobile phone numbers and can send them text messages if they have any queries or problems.

48. All learners are offered the option of a confidential review, and can ask any member of staff to carry out these reviews. A detailed record is kept of discussions that take place during the review, as well as any recommendations made or actions agreed. These include proposals for continuing support. Good security measures are in place to ensure the confidentiality of these reviews.

49. The resources available for training are satisfactory. Philip's Hair Salons' training centre is bright and welcoming, and suitably equipped for learners. Learners are placed in good salons where they have good opportunities to practice their skills. Learners receive a good induction. Tutors develop comprehensive training packs for all units in the level 2 NVQ. These packs include lesson plans, sets of standardised and professionally produced handouts, overhead transparencies and games devised to evaluate learning. A wide range of training aids is used both in background knowledge and practical classes. Detailed and well-produced worksheets, self-study learning packs, products, and chemical experiments are regularly used in background knowledge sessions. Assessment of practical and written work is satisfactory. Tutors are enthusiastic and effective at motivating learners, and at encouraging them to develop their skills.

50. Learners receive too few assessment opportunities. The Philip's Hair Salons chain employs 30 of the 80 learners in its four salons, which have work-based assessors. However, not enough work-based assessors are available to cover learners employed in independent salons. Only five of the independent salons employing learners have a qualified assessor in the salon. Philip's Hair Salons employs two members of staff for one day each week to visit and assess the remaining learners in independent salons. These learners often experience too long a gap between assessments, and make slow progress. There are often too few clients available for practice and assessment during off-the-job training.

PHILIP'S HAIR SALONS

51. Philip's Hair Salons' use of individual learning plans is inadequate. Many plans are incomplete. They are not individualised or kept up to date, and the progress that learners make is not systematically recorded. Plans are not used to set or monitor targets for further development.

52. Initial assessment is used to identify learners' literacy, numeracy and language skills support needs. Tutors help where they can, but learners do not receive enough training to help them overcome any difficulties they may have. Learners with poor literacy, numeracy and language skills are referred to external agencies for further training and development. However, those who need particular help with, for example, spelling or punctuation do not receive additional training. Philip's Hair Salons has identified this weakness, and is currently arranging for a tutor to receive training in literacy, numeracy and language skills support.

Leadership and management

53. Tutors work effectively as a team to co-ordinate provision. They have prepared training packs which help to ensure consistency and quality in delivery. Communication between team members is good. Staff have planned good-quality learning materials and course profiles in time to meet the requirements of the newly introduced diploma in hairdressing. Tutors and assessors hold regular informal and formal meetings to help improve day-to-day management of training. Staff development arrangements are good. Tutors maintain and update their hairdressing skills regularly and good support is available to staff to enable them to gain teaching qualifications. The company uses the research assignments staff members complete during teacher training courses well to improve provision.