

REINSPECTION REPORT

NVQs.com Training Group Reinspection (formerly Crowns Worthing Limited)

29 October 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. 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
- 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.

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. NVQs.com Training Group (NVQs.com), a private provider of hairdressing training, is the training division of Crowns Worthing Limited. The group's head office and one training centre are in Worthing, West Sussex. There is a second training centre in Brighton. NVQs.com's management arrangements have changed since the previous inspection. It is now managed by the training group director, who reports to the managing director and the technical and marketing director. Two area managers, for Worthing and Brighton, are responsible for all aspects of learners' training. They are supported by nine trainers, training advisers and administrators.

2. NVQs.com contracts with Sussex Learning and Skills Council to provide work-based learning for young people, through apprenticeships, advanced apprenticeships and national vocational qualifications (NVQs).

3. In June 2004, Worthing and West Sussex had unemployment rates of 1.8 and 1.5 per cent respectively. The Brighton area had an unemployment rate of 4 per cent, compared with the national average of 2.8 per cent. Sussex as a whole and Worthing have relatively low proportions of people from minority ethnic groups in their populations, averaging less than 3 per cent. Brighton has a slightly higher level at 5.7 per cent, but this is still lower than the current national average of 9.4 per cent.

SCOPE OF PROVISION

Hairdressing & beauty therapy

4. There are 190 learners, of whom 113 are apprentices, 13 are advanced apprentices, and 64 are on NVQ programmes. Apprenticeship programmes run for 24 months, advanced apprenticeships for 36 months, level 2 NVQs for 18 months and level 3 NVQs for 20 months. Learners are all employed by either the Crowns Hairdressing Group or in one of the 96 other independent Sussex salons. Off-the-job training is provided at NVQs.com's training centres in Worthing and Brighton. Most learners attend on one day a week for background knowledge, practical skills and key skills training. There is one satellite centre with 22 learners employed at salons in Heathfield and Eastbourne, East Sussex. The satellite centre co-ordinates the training and assessment of its learners through NVQs.com.

5. Learners can join programmes at any time during the year, and there are four start dates for off-the-job training. All learners have an initial assessment at the beginning of their programme. Learners identified as needing additional support for literacy, numeracy and language receive it weekly at training centres. Progress reviews take place in the workplace every 10 to 12 weeks. Learners with additional learning needs are reviewed every six to eight weeks.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	6
Number of learner interviews	19
Number of staff interviews	19
Number of employer interviews	4
Number of locations/sites/learning centres visited	11

OVERALL JUDGEMENT

6. At the previous inspection, NVQs.com's leadership and management and its training in hairdressing and beauty therapy were judged to be unsatisfactory. Quality assurance was very weak, but the arrangements for equality of opportunity were satisfactory. At the end of the reinspection process, all aspects of the provision were satisfactory.

GRADES

Grades awarded at previous inspection

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	5
Hairdressing & beauty therapy	4
Contributory grades:	
Work-based learning for young people	4

Grades awarded at reinspection

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	3
Contributory grades:	
Work-based learning for young people	3

KEY FINDINGS

Achievement and standards

7. The standard of learners' practical work is satisfactory. They develop appropriate skills and apply them effectively in their salons.

8. Learners develop sound interpersonal skills and can communicate effectively with their clients.

9. **Retention and achievement rates are much improved** since the previous inspection. For apprentices who started programmes in 2003-04, the retention rate is 79 per cent to date. All the 2004-05 intake are still in learning. The upward trend in achievement rates has continued, with just over 50 per cent of the apprentices who started in 2002-03 clearly set to achieve their qualification.

10. Most learners make satisfactory progress through their programmes and secure employment at either a graduate or junior stylist level on completion.

Quality of education and training

11. NVQs.com works with **a good range of supportive salons**. It has established very productive partnerships, enabling effective training for learners.

12. The co-ordination of on- and off-the-job training is no longer poor, although it is not yet satisfactory. Employers now receive a clear and consistent handbook, to help them do their best for their learners.

13. **Training continues to be tailored to meet the individual needs of learners and employers**. Start times are flexible and there are good opportunities for off-the-job training. Training advisers make many additional visits to their learners' salons, including at weekends.

14. **Individual support for learners is good**. NVQs.com uses a diverse range of initial assessment techniques to identify learners' key, basic and vocational skills, and learning styles. The results influence teaching methods. Training advisers visit learners in their salons to provide additional support for background knowledge and practical skills.

15. There has been a **very marked improvement in numeracy and literacy provision**, and it is now good. A basic skills trainer provides additional support through group sessions, individual teaching and team teaching. In addition, trainers provide valuable support.

16. **Some assessment planning and practices are still unsatisfactory**. Most significantly, the range of assessment methods use is too narrow and there is a shortage of clients for

learners to carry out assessment work on.

17. Although action-planning for learners is generally satisfactory, there is **insufficient short-term target-setting**. Targets are generally too broad, and insufficient consideration is given to appropriate completion dates. They are often unspecific, sometimes setting whole units for completion. Some learners have targets that do not correspond realistically to their progress.

18. Teaching and learning have improved since the previous inspection and are now satisfactory. Most of the weaker aspects of teaching seen at that time were not evident at the reinspection. There is greater participation by learners in the training sessions and a varied range of teaching methods are regularly used.

19. Resources to support training are satisfactory. Salons and training centres are well appointed and equipped and have good supplies of products for use on models and for sale. Staff are adequately qualified and carry out continuing professional development in line with the requirements of the awarding body.

Leadership and management

20. Directors acted positively in response to the previous inspection. **Clear strategic leadership**, promoting good-quality training, has given the post-inspection plan a suitably high priority. Clear and thoughtful management has led to new management structures, providing a stronger focus on quality assurance and learners' experiences.

21. The management of hairdressing training is now satisfactory. The new structures provide a sensible framework for management, decision-making and communication. The two area managers have clearly defined responsibilities for the management of training and the implementation of policies and procedures.

22. The previous inspection identified managers' reliance on informal communication, and that there were too few well-managed meetings. This is no longer the case. A well-planned and documented monthly sequence of meetings at all levels provides good opportunities to discuss key training issues, and facilitates good internal communication.

23. **Extensive and flexible management information systems** continue to effectively inform management. The computer-based system provides a good range of reliable monthly reports to directors and managers. These are widely used to manage training and help improve key areas of performance.

24. The **good promotion of hairdressing training** remains a strength. It is achieved through a wide range of promotional activities, fruitful partnerships and good working relations with employers. Directors foster good links with external organisations.

25. **Staff training is managed effectively** and there is an operational staff review and development scheme. All staff are strongly supported in their efforts to develop their skills and expertise, and their continuing professional development needs are properly

met.

26. The management of support for learners' literacy, numeracy and language skills is now satisfactory. All learners are initially assessed to identify their literacy and numeracy needs. A recent pilot activity has identified a preferred method of teaching literacy and numeracy, and additional part-time specialist staff have been appointed. Two full-time trainers are also qualified to provide additional support, and inspectors saw examples of good individual support for learners.

27. **Equality of opportunity continues to be promoted well.** Staff and learners understand why they should know about equality and diversity. The induction programme has been further developed to cover additional aspects of equality of opportunity. Promotion of equality to employers continues to develop.

28. There is a satisfactory range of policies and procedures to reinforce the promotion of equality of opportunity. NVQs.com's response to the Special Educational Needs and Disability Act 2001 and the Race Relations (Amendment) Act 2000 is satisfactory. Although none of the learners is registered disabled, access to the two training centres is difficult for learners with restricted mobility.

29. **There is insufficient monitoring of key aspects of equality of opportunity.** The way that employers' procedures and documents are assessed and monitored is insufficiently rigorous. Similarly, employers' practices are not consistently reviewed. Some progress has been made in checking aspects of equality of opportunity during learners' progress reviews, but review paperwork often provides evidence of cursory discussion, with little reinforcement of learning.

30. **NVQs.com does not use its comprehensive management information system to produce regular management reports about equal opportunities.** There is no systematic reporting or targeting of learners by gender, ethnicity or age, either for programme starts, progress or achievement rates. Managers are aware, however, of the significant gender imbalance within their industry and organisation.

31. **Much progress has been made in improving quality assurance** since the previous inspection. It is now central to the delivery of training. There is clear management, an overall framework for quality assurance, and a detailed calendar of tasks and timings. Managers are working to complete a quality assurance manual.

32. There have been a number of initiatives to improve the monitoring of training and learning. There is now much closer scrutiny of learners' progress and achievements in formal meetings. Area managers and their staff have an expert knowledge of their learners' progress and the challenges that face them, and surveys are carried out with all learners. The outcomes are analysed quickly and area managers deal promptly with key issues.

33. **Some aspects of quality assurance have only recently been implemented,** especially at the level of training delivery. Training is not yet observed systematically or sufficiently

often. The quality assurance of learners' progress reviews, while much improved, does not yet ensure consistency in action-planning and there is insufficient short-term target-setting. Internal verification is satisfactory but there is insufficient forward planning and the documents are needlessly complex. There is not enough sharing of good training practice between staff.

34. Self-assessment is now satisfactory and is developing as a key feature of quality assurance. It includes most staff and leads to much more rigorous outcomes. Inspectors' judgements matched many of those in the report. Action plans are constantly reviewed by directors and regularly updated. They are used by managers and staff. Targets for action are clearly identified and responsibilities are allocated. Sometimes actions are not sufficiently clearly expressed.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Leadership and management

Strengths

- prompt and positive response to the previous inspection
- good internal communications
- well-developed management information system
- good promotion of hairdressing training
- good promotion of equality of opportunity

Weaknesses

- aspects of quality assurance insufficiently established
- insufficient monitoring of equality of opportunity

Hairdressing & beauty therapy

Strengths

- good, supportive salons
- flexible training provision to meet the needs of learners and employers
- good individual support for learners

Weaknesses

- some unsatisfactory assessment practices
- insufficient short-term target-setting

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- prompt and positive response to the previous inspection
- good internal communications
- well-developed management information system
- good promotion of hairdressing training
- good promotion of equality of opportunity

Weaknesses

- aspects of quality assurance insufficiently established
- insufficient monitoring of equality of opportunity

35. The directors of NVQs.com acted positively in their response to the previous inspection. Clear strategic leadership, promoting good-quality training, has given the post-inspection plan a suitably high priority. A senior director leads the post-inspection action-planning. The outcomes of the inspection have been taken seriously and the weaknesses identified are being systematically tackled. Managers took the opportunity to review and change structures and procedures. Directors have introduced new management structures to provide a stronger focus on the quality of learners' experiences and quality assurance.

36. The inspectors and the self-assessment report judged the management of hairdressing training to be satisfactory. The new structures are more rational and clear and provide a sensible framework for management, decision-making and communication. Two area managers, responsible to the training group director, have clearly defined responsibilities for the management of training and the implementation of policies and procedures. The previous inspection identified managers' reliance on informal communications and that there were too few well-managed meetings. This is no longer the case and internal communications are now good. A well-planned monthly sequence of meetings at director, area manager and team levels, provides good opportunities for key training issues to be discussed. Minutes are detailed and show a wide range of debate, often based around comprehensive data reports on learners and their progress. There is also discussion about the care and welfare of individual learners. All staff speak highly of the positive effect of management changes in improving communication between centre team staff, between teams and between middle and senior managers.

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37. The extensive and flexible management information systems, identified at the previous inspection, continue to be used effectively by managers. The computer-based system provides a good range of reliable monthly reports to directors and managers on areas such as learners' retention, progress and achievement. Since the previous inspection, additional reports have regularly been produced. For example, all staff receive reports on the progress of their learners, and these are widely used in team meetings as a basis for discussion about learners. Area managers use the system to generate monthly reports on their learners, which have to be discussed with directors. The management information system is also increasingly being used to analyse data, helping to inform managers in other ways. For example, recent analysis of data on retention rates has identified vulnerable periods in the learners' programme and enabled action to be taken to deal with them. NVQs.com is in the process of upgrading the system to make it easier to analyse trends in achievement, learner numbers, retention and early leavers.

38. The previous inspection identified the good promotion of hairdressing training. This remains a strength. It is achieved through a wide range of promotional activities, fruitful partnerships and good working relations with employers. NVQs.com's website, which advertises and explains training and jobs, and celebrates learners' achievements, is attractive and easy to use, both for learners and employers. Promotional events include employers' development meetings, 'taster days' at salons for year 11 school pupils, and school open days and careers events. Directors foster good links with external organisations, and with the large number of hairdressing salon owners with whom it works in partnership. The technical and marketing director is chair of the county training providers group. This includes colleges among its members, and NVQs.com is working increasingly closely with some of these on the development of joint programmes.

39. Staff training is managed effectively and there is an operational staff review and development scheme. All staff are strongly supported in their efforts to develop their skills and expertise, and their continuing professional development needs are properly addressed. To accompany the new management arrangements, NVQs.com has issued clear job descriptions and arranged an ongoing training programme for area managers. The organisation has set a target that all its trainers will be qualified to level 3 and then to level 4. In pursuit of this, trainers are following an initial teacher training programme through a local college of further education. There has also been specific training in lesson planning.

40. The management of support for learners' literacy, numeracy and language skills is now satisfactory overall. All learners are initially assessed to identify their literacy and numeracy needs. A recent pilot activity has identified a preferred model for teaching literacy and numeracy, and additional part-time specialist staff have been appointed. Two full-time trainers are also qualified to provide additional support. Inspectors observed good individual support being given to learners.

Equality of opportunity

Contributory grade 3

41. Equality of opportunity continues to be promoted well. Staff and learners understand why they should know about equality and diversity. The induction programme has been further developed to cover aspects of equality of opportunity. In particular, NVQs.com has purchased good-quality videos to support teaching and learning, both during induction and throughout learners' programmes. Learners are often aware of how equality of opportunity and diversity relate to their workplace experiences with clients. Some trainers and assessors use imaginative approaches. For example, one trainer sets learners regular quizzes with increasingly difficult questions to develop and reinforce their understanding. The organisation continues to develop its promotion of equality of opportunity to employers.

42. There is a satisfactory range of policies and procedures to reinforce the promotion of equality of opportunity. NVQs.com's response to the Special Educational Needs and Disability Act 2001 and the Race Relations (Amendment) Act 2000 is satisfactory. In particular, the organisation is keenly aware of the need to consider access. NVQs.com has subjected its premises to audits and is working closely with its partners to determine the priorities for work in salons. Although none of the learners are registered as disabled, access to the two training centres continues to be difficult for learners with restricted mobility.

43. There is still insufficient monitoring of key aspects of equality of opportunity. This weakness is noted in the self-assessment report. In the context of the workplace, it has been dealt with in NVQs.com's action plan. For example, the organisation has begun monitoring employers' equal opportunities practices. However, the scheme, whereby training advisers/assessors carry out initial assessments of employers' procedures and documents, is insufficiently rigorous. Similarly, employers' practices are not reviewed consistently. Efforts have also been made to improve checks on aspects of equality of opportunity during learners' reviews. Some progress has been made, but too often review paperwork provides evidence of only cursory discussion, with little reinforcement of learning.

44. NVQs.com does not use its comprehensive management information system to produce regular management reports about equal opportunities. There is no systematic reporting on, or targeting of, learners by gender, ethnicity or age, for programme starts, progress or achievement. Managers are aware, however, of the significant gender imbalance within their organisation and the industry.

Quality assurance

Contributory grade 3

45. Much progress has been made since the previous inspection. The management restructuring consciously placed the responsibility for quality assurance with the training group director and the area managers. There is now an overall framework linking key aspects of quality assurance and accompanied by a detailed calendar. The calendar identifies the key areas of training to be monitored each month and who is responsible. All staff have a copy of the calendar and keep it up to date. Managers are working to complete a quality assurance manual. Existing documents have been updated and new

procedures written. It is already a valuable resource for staff, including for new employees.

46. Since the previous inspection there have been a number of initiatives to improve the monitoring of training and learning. There is now much closer scrutiny of learners' progress and achievements in formal meetings, aided by detailed reports from the management information system. Area managers and their staff have an expert knowledge of their learners' progress and the challenges they face. Surveys are carried out with all learners at induction, early in the course and monthly thereafter. On-course surveys cover all aspects of the learners' experience. The outcomes are analysed quickly and area managers usually deal promptly with key issues.

47. As identified in the self-assessment report, some aspects of quality assurance have only recently been implemented, especially at the level of training delivery. There has been some observation of training and learning, but until very recently there has been no systematic scheme. Crucial first-hand evidence needed to make explicit judgements on the quality of training is therefore incomplete. All NVQs.com's trainers have been observed at least once during the past six months and it is planned to extend this. The formal observation of training in learners' salons is in its early stages, but is usefully concentrating on salons where particular weaknesses have been identified. Quality assurance of learners' progress reviews, while much improved, does not yet ensure consistency in action-planning, and there is insufficient short-term target-setting. Internal verification is satisfactory overall, but there is insufficient forward planning and the documents are needlessly complex. There is not enough sharing of good training practice between staff. There is much more valuable debate than at the time of the previous inspection, but some very sound approaches by individual staff are not being systematically shared with colleagues.

48. Self-assessment is now satisfactory. It is developing as a key feature of quality assurance. Training teams were actively involved in debating and discussing the previous report, as a starting point for developing the September 2004 self-assessment report. At all stages, they have been aware of the self-assessment process. The report and its action plans are more thorough than earlier versions and more closely related to the key questions in the 'Common Inspection Framework'. Inspectors' judgements matched mainly of those in the report. Action plans, which are constantly reviewed by the directors, are regularly updated and used by managers and staff. Targets and responsibilities are clearly identified. Sometimes actions are not described clearly enough.

AREAS OF LEARNING

Hairdressing & beauty therapy

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	190	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good, supportive salons
- flexible training provision to meet the needs of learners and employers
- good individual support for learners

Weaknesses

- some unsatisfactory assessment practices
- insufficient short-term target-setting

Achievement and standards

49. The standard of learners' practical work is satisfactory. They develop appropriate skills in the training centres, and apply them effectively in busy salons. They develop sound interpersonal skills and are able to communicate effectively with their clients. Learners' portfolios of evidence are often well organised and presented. They make useful contributions in their background knowledge sessions.

50. Learners' retention and achievement rates are much improved since the previous inspection. Apprentices make up 60 per cent of the learners. Just over 50 per cent of apprentices who started in 2002-03 and 79 per cent of those who started in 2003-04 were retained. All the 2004-05 intake are still in learning. NVQs.com carried out a detailed analysis of leavers, which identified that most learners used to leave within the first few weeks of their programme. The upward trend in achievement rates in 2001-02, noted in the previous inspection, has continued. Just over 50 per cent of the foundation modern apprentices who started in 2002-03 are clearly set to achieve their framework qualification. Most learners make satisfactory progress through their programmes and secure employment at either a graduate or junior stylist level on completion.

Quality of education and training

51. NVQs.com works with a good range of supportive salons, a strength identified at the previous inspection and in the self-assessment report. The partnerships are very productive. Most salons offer learners additional training at designated times during the

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working day. Salons also offer manufacturers' courses which give learners skills and knowledge that increase their future employment prospects. The working relationships between NVQs.com and the salons are good, enabling effective training for learners. For example, the provider has successfully requested that learners have at least one model each in salon training sessions. The co-ordination of on- and off-the-job training is no longer poor, although it is not yet satisfactory. Employers now receive a handbook that provides clear and consistent guidance on how to do their best for their learners.

52. The previous inspection reported that training was tailored to meet the individual needs of learners and employers. This continues to be a strength. There are four dates each year when learners can begin their training. Opportunities for off-the-job training are good, from Monday to Thursday at the Brighton centre and Monday to Wednesday at Worthing. Employers and the learners choose a day that suits them. Training advisers visit learners in their salons every 10 to 12 weeks, and additional visits can be made on request. Some learners on level 3 NVQ programmes are visited in their salons on Saturdays to ensure that assessment opportunities are maximised.

53. A range of initiatives have led to good individual support for learners, a strength identified in the self-assessment report. NVQs.com uses a diverse range of initial assessment techniques to identify learners' key and basic skills, vocational skills and learning styles. The results of initial assessment influence the teaching sessions. Training advisers visit learners in salons to provide additional support for training in background knowledge and practical skills training. These visits are in addition to those used for routine reviews.

54. There has been a very marked improvement in numeracy and literacy provision, and it is now good. Using the outcomes of comprehensive initial testing, a basic skills trainer provides additional support through group sessions, individual teaching and team teaching. Learners with additional needs are also visited and given valuable support by trainers in their salons at least every six weeks. In one numeracy session, learners used learning materials designed specifically by the trainer to match their needs and relate to their salon.

55. As identified in the self-assessment report, some assessment planning and practices are still unsatisfactory. Most significantly, NVQs.com does not use the full range of assessment methods and there are not enough clients for learners to work on during assessments. For example, witness testimonies are rarely used, and learners are insufficiently aware of this form of evidence. In some cases, learners' portfolios contain mandatory written questions. In a few training sessions, the assessment objectives are unclear and learners are confused.

56. Although action-planning for learners is satisfactory overall, there is insufficient short-term target-setting. Target-setting takes place every six weeks in the training centres. Targets are generally too broad, and insufficient consideration is given to completion dates. Many target dates are coincident with the next review. Targets are often unspecific, sometimes setting whole units for completion. Some learners have targets that do not correspond realistically to their progress. For instance, one learner who has

not yet completed shampooing or health and safety was set a target for hair colouring.

57. Teaching and learning have improved since the previous inspection and are now satisfactory. Most of the weaker aspects of teaching were not evident at the reinspection. New learning materials purchased by NVQs.com allow learners more participation in the training sessions, and a varied range of teaching methods are regularly used. There is a multi-sensory approach to teaching and learning planned as a result of the initial assessment of individual learning styles.

58. Resources to support training are satisfactory. Salons and training centres are well appointed and equipped and have good supplies of products for learners to use on models and for retail sales. These compare well with standards found in good, commercial, town centre salons. Staff are adequately qualified and carry out continuing professional development to meet the requirements of the awarding body.

Leadership and management

59. Following changes to the management arrangements, area managers and their staff are successfully dealing with the issues raised at the previous inspection. There are now effective and systematic internal communications, with a clear and productive structure for meetings.

60. Quality assurance is satisfactory and is helping to improve learners' experience, in particular their teaching, learning and achievements. Self-assessment is now an inclusive process and the report is often accurate. Inspectors' judgements and grades matched many of those in the report. Internal verification is now satisfactory, with additional internal verifiers, although advanced planning is not sufficiently comprehensive and the paperwork is not always clear.

61. Managers and staff fully understand the importance of equality of opportunity in their work. The promotion of equality of opportunity at induction and during training is good, but there is still insufficient monitoring of its effectiveness in the workplace.