

REINSPECTION REPORT

GeTaHead Training Reinspection

07 April 2005



ADULT LEARNING
INSPECTORATE

GETAHEAD TRAINING REINSPECTION

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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GeTaHead Training Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. GeTaHead Training was formed in 1999. It has a contract for work-based learning with Nottinghamshire Learning Skills Council to provide apprenticeships. Before this, the company operated a direct employer contract with North Nottingham Training and Enterprise Council under the name of SR Training to provide training for traditional apprentices within the company's salon, Scarlet Ribbon.

2. GeTaHead Training trades under the name of 'The Hair and Beauty Co Ltd' which consists of four directors and includes two hairdressing salons and a wholesale hairdressing business in Retford. Two of the directors have been involved in hairdressing training and education for over 20 years within the further education sector. One of the directors is the managing director of GeTaHead Training.

3. The company has resource centres in Doncaster, Worksop, Lincoln and Retford. The head office is based in Retford and in 2004 the company acquired their own training salon in Retford, access to a training salon in Lincoln, and from January 2005 links to a training salon in Ollerton.

4. The managing director has overall responsibility for the management of GeTaHead Training and is responsible for business planning, financial management and internal verification. The quality assurance co-ordinator is responsible for the day-to-day planning and organisation of training, quality and policy development. The joint management team shares all other responsibilities.

5. During 2004, two full-time trainer/assessors have been appointed and there are two part-time trainer/assessors. Another part-time member of staff is on maternity leave. There is one clerical administrator who works five days a week. One of the directors of the Hair and Beauty Company, a trained teacher, has taken on responsibility for the co-ordination and delivery of literacy and numeracy training across the organisation.

6. The proportion of school leavers in Nottinghamshire achieving five or more general certificates of secondary education at grade C or above is poor. In 2004, it was 46.9 per cent in Nottingham, compared with 51.6 per cent nationally. It was significantly lower in Doncaster and Lincoln at 39.6 per cent and 37.8 per cent respectively.

SCOPE OF PROVISION

Hairdressing & beauty therapy

7. GeTaHead Training offers training in hairdressing leading to foundation apprenticeships. There are two advanced apprentices and 61 foundation apprentices. Recruitment is by referral from Connexions, a few through advertisements, but most through direct referral from employers. All learners attend day release at one of the

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provider's training centres for background knowledge including key skills. Weekly practical training is provided unless the learner has almost completed their framework, then the attendance pattern is flexible. They are assessed on and off the job by a team of four trainer/assessors who visit every two weeks or once a month. Regular progress reviews take place every 12 weeks in the salons.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	17
Number of staff interviewed	14
Number of employers interviewed	11
Number of locations/sites/learning centres visited	10

OVERALL JUDGEMENT

8. At the previous inspection, the leadership and management and quality assurance of the provision was unsatisfactory. Equality of opportunity was satisfactory. Hairdressing and beauty therapy was unsatisfactory. Following the reinspection, all areas of the provision are good.

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	4

Hairdressing & beauty therapy	4
Contributory grades:	
Apprenticeships 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	2
Contributory grades:	
Equality of opportunity	2
Quality assurance	2

Hairdressing & beauty therapy	2
Contributory grades:	
Apprenticeships for young people	2

KEY FINDINGS

Achievement and standards

9. At the previous inspection, retention was improving and achievement was a weakness. Since then the **achievement has improved**. Nineteen foundation apprentices and four advanced apprentices have completed their frameworks and one learner has achieved a level 3 national vocational qualification (NVQ). **Retention has also continued to improve.**

10. **The learners are producing good written work and are developing good practical skills.** Current learners are making good progress and are achieving ahead of planned target dates. Background knowledge for some units is delivered during the induction.

Quality of education and training

11. **The planning of the training sessions is good** and is effective in meeting the needs of individual learners.

12. **The background knowledge is linked well to the practical work** and this enables learners to remember complex techniques and technical information.

13. Training staff fully engage all learners during training sessions.

14. **Reviews are very effective** and allow the learners' progress to be monitored.

15. **Learners receive good additional support for literacy and numeracy** through timetabled monthly sessions. Learners attend in small groups or individually for support.

16. **Employers attend all reviews and fully contribute to the process** including setting progression targets. These are specific to NVQ unit achievement and have a timescale.

17. Since the previous inspection, the company has acquired a new hairdressing training centre which is very modern, well designed and fully equipped to high-street standards.

18. **There is a very good range of commercial products**, and a wide range of equipment and good resources to enable learners to carry out practical activities.

Leadership and management

19. **GeTaHead has clear, logical and comprehensive strategic plans** linked to national and local objectives. The leadership provides a sense of purpose, focused on the learners' needs.
20. **Training is well managed and co-ordination between on- and off-the-job training is good.** Since the previous inspection, a new contract covering training and assessment requirements is being used effectively.
21. **Progress monitoring is good** and includes a well-designed traffic light system. An incentive award scheme is also used to provide motivation for learners and salons.
22. **Feedback is collected in a variety of imaginative ways** and is used well to improve training. Good attempts are made to follow up early leavers and their reasons for leaving.
23. **GeTaHead manages resources very well** to provide training and assessment for learners. A new salon has been fitted out and it provides extra assessment opportunities for learners who cannot gain some experiences in their own salons.
24. **Staff are appropriately qualified and are experienced hairdressers.**
25. **GeTaHead has effective links with several partners**, particularly to ensure equality of opportunity. A good school link is well managed and provides good progression opportunities for learners. Staff from GeTaHead also provide sessions on interview skills to a local school.
26. **All staff at GeTaHead work well in teams.** Enthusiastic, positive staff have worked together effectively to implement the many revised policies and procedures since the previous inspection.
27. **Salon trainers and employers are fully involved in the GeTaHead training programme.** New employer interviews at the start of a training agreement include discussions on equality as well as logistics of the training programme. This is very effective and much appreciated by the employers.
28. At the previous inspection, there was some inequality of access to training and assessment activities. **Revisions to the training programme have been very effective** at ensuring that all learners have the same access to on-the-job training in their own salons or at nearby salons.
29. **During the induction, staff use a range of imaginative and interesting activities** to raise the learners' awareness of legislation and their rights under current employment law.
30. Although the induction includes good information on employee and learners' rights and responsibilities, **there is insufficient focus on raising awareness of the benefits and**

value of diversity.

31. **GeTaHead has a good range of well-written new policies and procedures** which cover all aspects of training.

32. **Policies are clearly displayed in the centres** and staff are fully aware of the policies and procedures.

33. **There is insufficient standardisation for a small number of quality procedures.** Internal verification meets awarding body requirements but there are no opportunities for formal standardisation of assessment and verification decisions.

34. **Teaching and learning observations take place regularly, but the observers have not had formal training** and there are no mechanisms for standardising observation findings.

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

Leadership and management

Strengths

- good strategic planning
- well-managed training
- very well-managed resources
- very effective partnerships with employers to ensure equality of opportunity
- very effective team working to bring about improvements
- good implementation of revised policies and procedures
- good promotion of rights and responsibilities at learner induction and reviews

Weaknesses

- insufficient standardisation of a few quality procedures
- insufficient focus on diversity in awareness training

Hairdressing & beauty therapy

Strengths

- good standard of written work
- well-planned training sessions
- very effective review and monitoring of learners' progress
- good resources and learning environment

Weaknesses

- insufficient formal support arrangements for some workplace assessors

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

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

Strengths

- good strategic planning
- well-managed training
- very well-managed resources
- very effective partnerships with employers to ensure equality of opportunity
- very effective team working to bring about improvements
- good implementation of revised policies and procedures
- good promotion of rights and responsibilities at learner induction and reviews

Weaknesses

- insufficient standardisation of a few quality procedures
- insufficient focus on diversity in awareness training

35. GeTaHead has clear, logical and comprehensive strategic plans linked to national and local objectives. Senior managers have a clear sense of purpose, and all staff have a good awareness of the strategy and related business planning. All staff have been involved in the self-assessment process and the production of the report. The initial draft was produced during two days away from the training centre and all subsequent alterations were seen by all the team before ratification. Members of staff have a copy of the development plans and can easily refer to them. Actions in all plans have allocated responsibilities and clearly defined monitoring points.

36. Training is well managed and the co-ordination between on- and off-the-job training is good. Since the previous inspection a new contract covering training and assessment requirements is being used effectively. Employers are asked to sign a contract with GeTaHead which details the requirements for learners. Induction is well planned and takes place over time. It covers all appropriate aspects of the training programme and learners have a good recall of the induction. Some background knowledge is introduced as part of the induction programme. Learners attend good training sessions at the centre for off-the-job training. In the salons, trainer/assessors provide useful practical skills development, some theory and assessment of competences in the workplace. Salon assessors work well with GeTaHead to decide the order of delivery of the background knowledge to fit in with the salon needs. Progress is very well recorded and co-ordinated between the on- and off-the-job aspects of training. Monitoring includes a well designed traffic light system. An incentive award scheme is used to motivate learners and staff in salons.

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37. Employers are fully involved in learners' reviews. Well-designed key skills packs are chosen from a selection in discussions between the salon managers and GeTaHead to ensure that the work is reflected in the current salon work. These are used to effectively link theory to practice. Extra theory 'surgeries' are provided for learners who need additional help. Feedback is used well to improve training. It is collected in a variety of imaginative ways from learners and employers. 'Shades week' was developed to gain employer and learner feedback from salons by using coloured slips for suggested improvements and a prize for the best suggestion. 'Give us five' a short learner survey, provided information about changes that had taken place since the previous inspection and the impact they have on learners. The rate of returns from surveys is good at 89 per cent from salons. All comments are reviewed and developed into a clear action plan. This is monitored and signed off on completion. Good attempts are made to follow up early leavers and their reasons for leaving.

38. GeTaHead manages resources very well to provide training and assessment for learners. GeTaHead purchased and fitted out a new training salon in Retford and this is used effectively to provide assessment opportunities for learners who cannot gain some experiences in their own salons. For instance, learners who have not had the opportunity to do setting or perming are able to learn these skills and have them assessed in the centre. Classroom and other salon resources are good and learning materials are well produced. GeTaHead makes good use of the work placements and the work-based assessors. Helpful leaflets have been produced for learners to use in the increased recruitment of models at the salons. Since the previous inspection, new key skills materials have been produced. Staff are appropriately qualified and have a good range of industrial experience. They have appropriate hairdressing and assessor qualifications and are able to access a variety of training opportunities. For example, two members of staff are enrolled on a level 4 basic skills qualification at a local college and two other members of staff have been identified to complete internal verifier training.

39. All staff at GeTaHead work well in teams for the benefit of learners. Staff are enthusiastic and positive about the many changes which have been implemented since the previous inspection. All members of staff have been involved in driving the changes by providing ideas and dedicating time to ensure the smooth transition to new ways of working. Teams have produced new learning materials to improve the learners' experience. Communications within the team are very good with regular minuted meetings and clearly defined actions which are monitored and followed through. Management operates an open door policy and are responsive to needs, including supporting staff with personal problems. Shadowing opportunities are available for new staff and those who identify a need. Team teaching is also used to support trainers. Staff feel very well supported by managers and able to communicate ideas and suggestions freely. Staff work flexible hours to suit their personal commitments and support each other within the team to allow this to happen. A bi-monthly newsletter also provides information for teams in the centre and in salons.

40. Since the previous inspection, a new effective strategy has been developed to deal with additional support needs. All learners have an initial assessment before starting their

training programme, including a basic skills assessment and a psychometric test to assess their suitability for hairdressing. Learning styles are also identified. Learners also complete a self-assessment and a detailed individual learning plan is produced. Further testing for dyslexia is carried out using a checklist and support is available for learners with dyslexia through specialist agencies, although this has not been used. Further specific testing is not available for learners but they are monitored by a basic skills tutor through learning sessions and extra support is provided when necessary, either during taught sessions or in individual sessions. Current learners are receiving satisfactory levels of additional support.

Equality of opportunity

Contributory grade 2

41. GeTaHead has developed very effective partnerships with employers to ensure equality of opportunity. Salon trainers and employers are fully involved in the GeTaHead training programme. When a training agreement is set up with new employers, the discussions include equality as well as logistics of the training programme. Owners and managers comment that this discussion raises their own awareness of legislation and good practice. Salons employ all learners before registering them with GeTaHead Training. GeTaHead gathers data on applicants for each position and they analyse information on age, gender, ethnicity and disabilities.

42. A good proportion of the men who apply for positions in salons are successful. Employers are given regular information and updates on a range of relevant issues and changes through a newsletter. They take an active role in all progress reviews. Employers also complete formal questionnaires to evaluate the programme. They identify learners who need additional help, such as for dyslexia, deafness, and literacy and numeracy.

43. GeTaHead is involved in a local initiative in a school where a purpose-built training salon enables pupils to experience realistic salon work. They can also gain a qualification at level 1. GeTaHead staff played a major role in equipping and developing the salon, and further developments include the potential to expand the programme across the county. Pupils who attend the salon are enthusiastic and they have developed good basic hairdressing skills. The school values the project and identifies many positive trends developing in the attendees. Plans for future years include expanding the provision to year 9 pupils. Trainers, including basic skills trainers, attend and deliver the training and provide literacy and numeracy support.

44. At the previous inspection, there was some inequality of access to training and assessment activities. Revisions since then have been very effective at ensuring that learners have the same access to on-the-job training in their own salons or at nearby salons. Learners are expected to attend all background knowledge training sessions and progress reviews effectively monitor attendance. There is a range of new key skills resources. Good use is made of salon assessors as well as the regular assessments by the GeTaHead trainer/assessors. Approximately 50 per cent of current salons have an on-site qualified assessor. Revisions to the training schedule have ensured that the delivery is standard across all salons.

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45. During the induction, staff use a range of imaginative and interesting activities to raise the learners' awareness and to test their knowledge and understanding of the relevant legislation and their individual rights under current employment law. A good induction booklet includes additional contact details for a range of support groups, and a charter that clearly details rights and expectations of all involved in the training programme. Bright, colourful posters are displayed in training rooms to encourage learners to discuss their concerns if they are being unfairly treated.

46. Progress reviews are detailed and take place every 12 weeks. Employers or salon trainers are directly involved in these reviews. Equality is included in the discussions and outcomes are recorded. Learners demonstrate a good understanding of their rights and responsibilities and of the company policies including the grievance, bullying, assessment and disciplinary procedures. Their knowledge and understanding of diversity was less developed.

47. GeTaHead has a new equality and diversity policy which was launched in February 2005. This policy is detailed and covers all the relevant aspects of equality and, to a lesser degree, diversity. The policy clearly details how learner and staff inductions will raise awareness of equality. The company is committed to staff training, although this currently takes place on an individual basis during the induction and appraisal processes. Although the induction for learners includes good information on employee and learners' rights and responsibilities, there is insufficient focus on raising awareness of the benefits and value of diversity. The training material does not include the benefits to a workplace of employing individuals from diverse backgrounds and cultures. Staff have not received formal, externally delivered training in equality and diversity.

Quality assurance

Contributory grade 2

48. GeTaHead has a good range of well-written policies and procedures and these have been effectively implemented to bring about improvements. Since the previous inspection, policies and procedures have been newly produced or rewritten. For example, the management information policy has been used as an exemplar by the local LSC to help other training providers. Policies cover all aspects of training with a clear focus on the learner. For instance, the retention and success strategy, produced in response to one of the identified weaknesses at the previous inspection, clearly outlines actions to improve retention and achievement rates. The written work policy has led to identifiable improvements in the quality of work produced. Policies are clearly displayed in the centres and staff have a good awareness of them. The audit is well planned to take place throughout the year. It includes all aspects of the training and is appropriately monitored.

49. The management information system has improved since the previous inspection. The system and its use has been redesigned. The way that data is collected is now satisfactory and use of that data has also improved. Data is used at monthly learner forum meetings to monitor retention and achievement rates. Data on additional support for learners is also collected. GeTaHead is also starting to analyse learner data in ways

which can be used to plan future training. For example, the comparisons between different groups of learners are starting to be made. However, it is too early to see the impact of these initiatives.

50. There is insufficient standardisation for a small number of quality procedures. Internal verification is carried out according to awarding body practice, but there are no opportunities for formal standardisation of assessment and verification decisions. Assessors do not meet to discuss assessment decisions and agree standards of assessment as a group. Some standardisation of assessment methods and general feedback to in-house assessors takes place during routine team meetings. However, there are no development opportunities to improve assessment practice. Teaching and learning observations are carried out to an agreed policy and take place regularly. However, the observers have not had formal training and there are no mechanisms for standardising observation findings. Comparisons are not used to judge the accuracy of the observations taking place.

AREAS OF LEARNING

Hairdressing & beauty therapy

Grade 2

Programmes inspected	Number of learners	Contributory grade
Apprenticeships for young people	63	2

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

Strengths

- good standard of written work
- well-planned training sessions
- very effective review and monitoring of learners' progress
- good resources and learning environment

Weaknesses

- insufficient formal support arrangements for some workplace assessors

Achievement and standards

51. At the previous inspection, retention was improving and achievement rates were a weakness. Since then, achievement has improved. Nineteen foundation apprentices and four advanced apprentices have completed their frameworks and one learner has achieved a level 3 NVQ. Retention has also continued to improve. The learners are producing good written work and are improving their practical skills.

52. Learners produce good written work. Portfolios contain clearly presented and often originally presented assignment work. The evidence confirms that learners have carried out a wide range of client treatments. Learners take pride in their portfolios, which are well presented and indexed. Neat assignment work also includes hand-drawn and labelled diagrams. The written assignments link to effective workbooks developed by GeTaHead for each unit of the NVQ.

53. Current learners are making good progress and are achieving ahead of planned target dates. Key skills are now introduced earlier in the programme and more learners are achieving. Since the introduction of online testing, the proportion of learners passing the key skills tests is good. Ninety-four per cent of learners have achieved application of number level 1 tests, 100 per cent have passed the communication level 1 test, and 80 per cent have passed the information and communications technology (ICT) level 1 test and 83 per cent have passed the communication test at level 2.

Quality of education and training

54. GeTaHead has developed systems to ensure good planning of training sessions. Teaching is good and meets the needs of individual learners. Learners are interested and motivated by the enthusiasm of the trainer. Background knowledge sessions and practical sessions are linked and learners find this helpful in enabling them to remember complex techniques and technical information. The trainer accommodates different learning abilities through effective questioning. Training staff fully engage all learners during the sessions, and are knowledgeable about their subject. Learners have developed a good level of practical skills.

55. The review and monitoring of learners' progress is very effective. Pastoral and vocational support is effective and contributes to the improving retention rates and better achievement. A revised and improved progress review takes place every 12 weeks in the learners' workplace. The learner and the employer now fully contribute to the review process and set progression targets, which are specific to NVQ unit achievement and have a timescale. Since the previous inspection, new documents clearly focus learners on what they need to achieve and how to attain their learning goals. They include a very detailed monitoring document which includes start and target completion dates, and a 'what I need to do' sheet for learners to complete at review. The review process is also effective at identifying distance travelled by the learner since the previous review. Additional visits are made to the workplace between reviews by GeTaHead assessors, to monitor progress towards targets. The improved review process has also improved the accuracy of progress information on the individual learning plans.

56. Learning is supported by good resources and learning environments. Since the previous inspection, the company has acquired a new, well-designed and very modern, purpose-built hairdressing-training centre that is equipped to reflect high-street standards. There is a very good range of commercial products and a wide range of equipment and good resources. The salons which are used for work placements have good resources and promote high standards of professionalism and technical skills. Most placement salons offer additional training sessions for their learners, including designated training days or evenings in addition to their day-to-day salon work. During these sessions, learners have the opportunity to work on paying models while being supervised by experienced stylists. The ICT resources are adequate.

57. Workbooks help and support the learner with the background knowledge aspect of the NVQ. Trainers mark learners' work and give constructive and supportive written feedback. The workbooks form part of the company's written work policy which is designed to improve and promote the basic standards and quality of written work for learning and assessment.

58. Support for the development of literacy and numeracy skills is effective. Dedicated, timetabled monthly sessions support basic skills needs. Learners attend in small groups or individually. Simple tasks help learners understand the concept of basic number. The pace of the sessions is appropriate for each learner. Progression targets motivate the

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learners by identifying distance travelled between sessions. Theory surgeries offer good additional support time for learners.

59. There are good opportunities for learners to access work-based assessment. Many placement salons have qualified assessors who can assess as daily tasks take place. GeTaHead staff visit the salons who do not have their own assessors every two weeks. Some learners find it difficult to access models during normal working hours, and GeTaHead assessors also visit learners outside normal working hours to help learners progress through their qualification.

Leadership and management

60. All staff have a clear understanding of their roles and responsibilities. The self-assessment report identifies the progress made since the previous inspection. Some significant improvements have been made and additional weaknesses have been identified. Staff have played an active role in improving the quality of the learning and in improving the retention and achievement rates. All staff were involved in the self-assessment process.

61. There is insufficient support for work-based assessors. The internal verifier has not visited a few of the work-based assessors during the last quarter. There are no formalised assessor meetings or forum to share ideas or discuss and share individual practice.