

INSPECTION REPORT

Skegness College of Vocational Training

15 September 2005



ADULT LEARNING
INSPECTORATE

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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnndirect** 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.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

INSPECTION REPORT

Skegness College of Vocational Training

Contents

Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for Skegness College of Vocational Training	2
Grades	2
About the inspection	3
Key Findings	3
What learners like about Skegness College of Vocational Training	7
What learners think Skegness College of Vocational Training could improve	7

Detailed inspection findings

Leadership and management	8
Equality of opportunity	9
Quality improvement	10
Retail and commercial enterprise	12
Preparation for life and work	16

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Skegness College of Vocational Training (SCVT) was established in 1975, and is a private company limited by guarantee. It provides work-based learning for young people in hairdressing, motor vehicle engineering, and administration. It contracts with Lincolnshire and Rutland Learning and Skills Council (LSC) to provide apprenticeships for young people. There are two directors, a manager, and 20 staff.
2. Currently there are 22 learners working towards apprenticeships, five of whom are at advanced level and 17 are working towards apprenticeships in hairdressing. All learners are employed. The company also has 34 learners following a programme in Entry to Employment (E2E). Off-the-job training is carried out at one of the company's premises in Skegness. Off-the-job training in motor vehicle is subcontracted to Grimsby Institute using premises leased by SCVT.
3. The company has also established links with Grimsby Institute to run full- and part-time courses in hair and beauty therapy, and independent living and leisure skills. There are 84 learners taking courses in hairdressing and beauty therapy, and a further 10 in independent living and leisure skills. At the time of inspection, enrolment was still taking place in these areas.
4. Lincolnshire has a low proportion of people from minority ethnic groups, at only 1.3 per cent. As a seaside town whose major industry is leisure and tourism, the population fluctuates significantly according to the season.

OVERALL EFFECTIVENESS

Grade 2

5. **The overall effectiveness of the provision is good.** SCVT's leadership and management are good, as are its arrangements for equality of opportunity. Provision is good in preparation for life and work, and satisfactory in retail and commercial enterprise. Its arrangements for quality improvement are satisfactory.
6. **The inspection team had some confidence in the reliability of the self-assessment process.** The process involved all staff, and considered the views of learners and others. While some strengths in the report were judged to be no more than normal practice, the overall judgements in the report are appropriately critical.
7. **The provider has demonstrated that it is in a good position to make improvements.** Following the previous inspection, SCVT has worked to improve the quality of provision. Proposed actions to improve quality include specific details and timescales. Following several years of declining retention on apprenticeship programmes, retention rates are starting to improve.

KEY CHALLENGES FOR SKEGNESS COLLEGE OF VOCATIONAL TRAINING:

- improve success levels in hair and beauty courses
- develop use of a wider range of teaching and learning styles in sessions
- improve analysis and use of data for planning and improvement
- improve short-term target-setting
- build on existing good practice to achieve high levels of success for all learners

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		2
Contributory grades:		
Equality of opportunity		2
Quality improvement		3

Retail and commercial enterprise			3
Contributory areas:	Number of learners	Contributory grade	
<i>Hairdressing</i>			
Apprenticeships for young people	17	3	
Other government-funded provision	42	3	
<i>Beauty therapy</i>			
Other government-funded provision	42	3	

Preparation for life and work			2
Contributory areas:	Number of learners	Contributory grade	
<i>Independent living and leisure skills</i>			
Other government-funded provision	10	2	
<i>Employability training</i>			
Entry to Employment	34	2	

ABOUT THE INSPECTION

8. All areas of learning offered by SCVT were reported on. Hairdressing and beauty therapy was separately reported on and graded, along with preparation for life and work. Evidence was also examined from the few learners in administration and motor vehicle to support the judgements made for leadership and management and key findings.

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	30
Number of staff interviewed	19
Number of employers interviewed	6
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	8
Number of partners/external agencies interviewed	2

KEY FINDINGS

Achievements and standards

9. **There is some good development of practical skills and confidence** within the learning groups. Some of the apprentices work to a professional standard, and appropriate tutor support is provided for learners who are still developing their technical skills.

10. **Learners produce good work.** Hairdressing assignments meet or exceed the awarding body criteria. Attendance is good for on- and off-the-job training. Learners take pride in their work and understand its importance.

11. **There is a particularly wide range of hairdressing and beauty therapy programmes on offer** to learners either on apprenticeship programmes or from the local community. The apprentices who started on part-time programmes during 2003-04 all successfully completed their qualification aims. Many of the learners gain a variety of qualifications and/or awards during their time on the programme.

12. **E2E learners gain a range of personal, social and employability skills** while on their programme. Learners following the independent living and leisure programme appreciate that they are gaining valuable skills towards a degree of independence they otherwise may not have.

13. **The retention rates are poor on work-based learning programmes.** However, 17 of the 20 learners who started apprenticeship programmes in 2004 are still in learning.

14. **Achievement for those who stay in learning is excellent.** All apprentices who stay to the end of the programme successfully complete the framework.

15. Performance on the full- and part-time further education provision funded through Grimsby Institute varies from course to course and from year to year. The proportion of learners who passed all the required elements of the qualification goals was unsatisfactory on some courses.

16. Progression rates for E2E learners are satisfactory. Of the 42 learners who started in 2003-04, 43 per cent progressed to further education, training or employment. Retention and achievement rates for learners following the programmes of independent living and leisure skills are good.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Retail and commercial enterprise	0	2	2	0	4
Preparation for life and work	0	2	3	0	5
Total	0	4	5	0	9

17. **Monitoring of learners' progress towards the hairdressing national vocational qualification (NVQ) units is very effective.** Comprehensive records are kept of the progress achieved. Apprentices and further education learners all receive copies of the progress records to ensure they are fully aware of the work that needs to be carried out.

18. **A new recruitment process is effective in directing learners to the most appropriate programme.** Learners benefit from arranged visits and guest speakers. All learners are enthusiastic and appreciate the friendly and supportive environment.

19. **Co-ordination of on- and off-the-job training is now good.** Employers are clear about their learners' progress and appreciate the regular visits from SCVT's staff. Communication with employers is good. All salons receive a useful guidance pack and monthly newsletters.

20. Teaching and learning are satisfactory. Lessons are well planned and the resources needed are identified and made available.

21. Assessment and internal verification practices are satisfactory. Currently almost half of the salons with apprentices also have a qualified work-based assessor.

22. SCVT has satisfactory arrangements in place for the identification and support of learners' literacy and numeracy needs. Initial assessments take place for work-based learners, E2E and full-time learners, and the results are passed to the relevant staff.

23. **Short-term target-setting is poor in hair and beauty training.** They contain insufficient detail and do not cover issues which may affect learners' progress.

Leadership and management

24. **There is good curriculum management.** Effective timetable management allows hairdressing apprentices to access additional programmes.

25. **SCVT's staff work enthusiastically and effectively as a team.** They maintain a strong focus on learners. Staff responsibilities are appropriately shared, and meetings are used

effectively to develop improved practice. Staff are highly motivated and are encouraged by direct contact with senior staff.

26. **There is a very effective strategy to widen participation** by supporting the learning needs of people in Skegness and the local community. A partnership with Grimsby Institute offers motor vehicle training and a wider range of hair and beauty courses in Skegness. Effective links are maintained with local schools to offer vocational training to pupils at Key Stage 4. Useful links are maintained with other training providers to widen opportunities.

27. Staff attend training sessions to ensure they keep up to date with essential new developments in training. New staff receive effective mentoring, including supportive observations of most of their teaching sessions for the first week or two in post.

28. **There is a comprehensive equality of opportunity policy, and separate policies covering bullying and harassment.** Learners have a satisfactory understanding of relevant issues.

29. **Subcontractors are effectively monitored** and this includes checks on their equality of opportunity policies. Employer packs include good information relating to equality of opportunity.

30. **Since the previous inspection, the quality policies and procedures have been revised and extended.** There is now good emphasis on procedures which are relevant to learners and to the quality of their training. Regular termly observations take place of key processes, including those run by subcontractors. Much of the quality assurance activity is informal, but it still contributes to a culture of quality improvement.

31. Following several years when retention on apprenticeship programmes has declined, **performance has started to improve.** Of the 24 learners who started apprenticeships in 2004, 88 per cent are still in learning or have successfully completed their training.

32. Self-assessment is carried out annually and the sixth self-assessment report was completed in June 2005. While some of the strengths in the report are no more than normal practice, the report was appropriately critical in its overall judgement.

33. As identified in the self-assessment report, **statistics are not used effectively to analyse performance and to make company decisions.** Insufficient data is kept or analysed to fully support planning to better meet learners' needs and raise achievement rates.

34. Some information is collected relating to diversity in recruitment, although this does not extend to significant, relevant local issues such as transient learners, rural isolation and availability of transport.

35. **Insufficient use is made of learners' and employers' views** when planning quality improvement. Informal links with employers are very good, but a satisfactory method of collecting and analysing their views has not yet been introduced. Learner evaluation questionnaires are not designed to allow the analysis and use of feedback.

36. Resources are satisfactory. The provider has recently extended the hairdressing salon

and added a beauty therapy room. An additional site has been acquired to provide a dedicated training area for independent living courses. A good co-operative arrangement with Grimsby Institute provides motor vehicle training in Skegness.

37. There is a satisfactory procedure relating to assessment and internal verification. An internal verifier co-ordinator convenes standardisation meetings of internal verifiers twice a year.

Leadership and management

Strengths

- strong, learner-focused teamwork
- good strategy to support community learning needs
- effective measures to improve quality

Weaknesses

- insufficient analysis of data to prepare strategies
- insufficient use of employer and learners' views

Retail and commercial enterprise

Strengths

- very effective monitoring of learners' progress
- particularly extensive range of programmes
- good curriculum management

Weaknesses

- poor retention rates on apprenticeship programmes
- poor short-term target-setting

Preparation for life and work

Strengths

- good work by learners
- very effective use of work experience for E2E learners
- good planning of training

Weaknesses

- insufficiently thorough monitoring of E2E programme performance

WHAT LEARNERS LIKE ABOUT SKEGNESS COLLEGE OF VOCATIONAL TRAINING:

- friendliness of staff and other learners
- getting qualifications
- help with reading and writing
- improves my confidence
- enjoy the theory
- staff help with personal issues
- 'locality - do not want to travel'
- the opportunity to try different things
- gets me away from home
- small classes

WHAT LEARNERS THINK SKEGNESS COLLEGE OF VOCATIONAL TRAINING COULD IMPROVE:

- the courses could be more exciting
- there should be more computer work
- better distribution of customers in hairdressing

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- strong, learner-focused teamwork
- good strategy to support community learning needs
- effective measures to improve quality

Weaknesses

- insufficient analysis of data to prepare strategies
- insufficient use of employer and learners' views

38. SCVT's staff work enthusiastically and effectively as a team. They maintain a strong focus on learners and on trying to give them a good experience in their work. Staff meetings are held frequently for individual subject teams and for those working across the different sites and subjects. Records are appropriately thorough according to the degree of formality and purpose of the meeting, and any actions required are identified and checked as completed. Staff responsibilities are appropriately shared, and meetings are used to share ideas and develop improved practice.

39. Staff are highly motivated and are encouraged by direct contact with senior staff, including the manager who visits each site and class regularly to ensure she knows the learners and can help with problems as they arise. Staff are selected according to their abilities, and are appropriately qualified and experienced.

40. Staff attend training sessions to ensure they keep up to date with essential new developments in training. Each member of training staff is required to attend a minimum number of hours development each year as part of their continuous professional development. New staff are effectively mentored, including supportive observations of most of their teaching sessions for the first week or two in post. Frequent appraisals are used to monitor staff targets in relation to their job role and groups of learners for which they are responsible.

41. Overall, resources are satisfactory across the three training sites. The motor vehicle site has a good practical workshop although no on-site library facility has yet been developed to support background knowledge work. Good support is offered for employers who wish to offer employment or work experience to learners. Useful information packs have been prepared which are specific to the occupational area, and this includes support for employers on completing risk assessments for their learners. A newsletter helps keep employers informed about SCVT's activities. However, these packs and newsletters are not yet used to further develop employers' understanding of on-the-job training.

42. SCVT has satisfactory arrangements in place for the identification and support of learners' literacy and numeracy needs. Initial assessments take place for work-based learners, E2E and full-time learners, and the results are passed to the relevant staff.

43. Apprentices have discrete sessions for key skills, and literacy and numeracy needs are incorporated into these where possible. Additional sessions to support learning needs are held when required. A few learners had additional support during the summer of 2005 to help develop their key skills to the levels required for their apprenticeship framework. Three staff have completed initial qualifications in supporting literacy and numeracy needs.

44. As identified in the self-assessment report, statistics are not used effectively to analyse performance and to make company decisions. For example, a wide range of certificates are taken by different learners, and unit accreditation is now used to enable more learners to leave with a positive outcome. However, insufficient data is kept or analysed centrally to identify overall learner achievement or to support management planning to better meet learners' needs and raise achievement rates. Improved data is now reported to company meetings, and information on retention and achievement of some groups of learners is included. However, this is incomplete and further data to support promotion of equality of opportunity or quality improvement activity is sparse.

Equality of opportunity

Contributory grade 2

45. SCVT is fully committed to a strategy to widen participation by supporting the learning needs of people from Skegness and the local community. Particularly good efforts are made to offer provision in Skegness to encourage local people to take up training opportunities. An innovative and effective partnership is in place with Grimsby Institute to offer motor vehicle training in Skegness. SCVT leases premises to the college, who deliver off-the-job training to SCVT's learners and also use the premises to offer further training courses in motor vehicle in the town. SCVT delivers key skills training to their own learners and those of Grimsby Institute. Effective links are maintained with local schools to offer vocational training to pupils at Key Stage 4. These links help enhance the profile of vocational training, and offer recognised qualifications to pupils. There is a good rate of progression from these courses to other SCVT provision, and retention of learners is higher where the learner has first completed a link course in the subject. Useful links are maintained with other training providers to widen the locally available opportunities for vocational training. A good range of courses in hair and beauty are run in conjunction with Grimsby Institute, using SCVT's premises in the town. Their premises are also used to make courses in teacher training available. Local employers and others are enthusiastic about the breadth of provision made available by SCVT and the contribution it makes to providing training opportunities for local people.

46. Since the previous inspection, SCVT has improved its emphasis on the promotion of equality of opportunity. There is a comprehensive equality of opportunity policy, and separate policies covering bullying and harassment. A helpful summary of relevant legislation, including the Disability Discrimination Act 1995 and the Human Rights Act 1998, is included in the policy. The policy is reviewed regularly and a copy is given to all staff. Learners receive a summary as part of their induction. A useful placement diary used with E2E learners encourages them to write down their own understanding of what equality of opportunity means in the workplace. Some apprentices study related topics as part of their technical certificate or background knowledge for their NVQ, and the opportunity is taken to promote understanding during this work. Learners have a satisfactory understanding of relevant issues.

47. Subcontractors are effectively monitored and this includes checks on their equality of opportunity policies. Employers' information packs include good information relating to

equality of opportunity. The progress review paperwork includes a section which stimulates discussion of relevant issues. The contractual document for employers includes detailed monitoring of health and safety arrangements. It also includes some issues relevant to equality of opportunity, such as employee terms and conditions and the minimum wage. However, it does not require copies of the employers' own policy, or require detailed analysis of the workplace to confirm working conditions support good practice.

48. A good audit for accessibility has been completed for hair and beauty training. Some work has been carried out to improve accessibility, including improved signage for those with a visual impairment, and adapted toilets. Premises which have been acquired recently have not yet had an audit. Where need is identified, specialist resources such as large print books are considered for purchase.

49. Skegness has a low proportion of people from minority ethnic groups, and although SCVT has only two learners from these groups, this is a higher proportion than in the local population. Staff make considerable efforts to meet the needs of all learners who wish to attend SCVT, and information on retention and achievement of different groups is considered informally. Rudimentary information is collected relating to diversity in recruitment, although this does not extend to significant, relevant local issues such as transient learners, rural isolation and availability of transport. The company has a satisfactory procedure for complaints and appeals, although there have been few formal cases, and none in the last two years.

Quality improvement

Contributory grade 3

50. Effective measures have been taken to improve quality. Since the previous inspection, the quality policies and procedures have been revised and extended, and the new system encourages ongoing improvements. There is good emphasis on procedures which are relevant to learners and to the quality of their training. Following the previous inspection, individual learning programmes have been revised, and following several previous initiatives to improve planning and recording of progress, a new form and process has been introduced for learners starting in 2005. Regular, termly observations take place of training sessions, and other sessions such as progress reviews, for all courses including those run by subcontractors. Helpful feedback is provided in a way which is supportive and stimulates improving practice. Regular audits now help ensure important documents relating to the learners' progress are present and updated appropriately. Much quality assurance activity is informal, such as regular visits by the manager to classes, but they contribute to a culture of quality improvement within the company. Following several years when retention on apprenticeship programmes has declined, performance has started to improve. Of the 24 learners who started apprenticeships in 2004, 88 per cent are still in learning or have successfully completed their training.

51. Self-assessment is carried out annually and the company's sixth self-assessment report was completed in June 2005. The process involved all staff and also considered the views of learners and others. However, subcontractors were not formally consulted. A quality development plan is appropriately detailed with specific, timescaled, responsibilities allocated. The revised procedures ensure new staff receive a copy of the current report together with the quality development plan. While some strengths in the report were no more than normal practice, the report was appropriately critical in its overall judgement.

52. There is a satisfactory procedure relating to assessment and internal verification. An internal verifier co-ordinator convenes standardisation meetings of internal verifiers twice a year. Regular meetings are held to keep staff informed about related issues. Almost half of the work placements with hairdressing learners have qualified work-based assessors. Internal verification practice is satisfactory.

53. Insufficient use is made of learners' and employers' views for quality improvement. Informal links with employers are very good, and staff have a good awareness of employers' needs. Formal employer evaluations were carried out until 2003, but were discontinued. Some feedback is gathered during employer visits, but this is insufficiently thorough. An alternative method of collecting and analysing their views has not yet been introduced. Evaluation of learners' views takes place after teaching sessions, half way through their training, and towards the end of their programme. There is some collation and analysis of the results, but analysis does not adequately enable comparisons to be made between groups. Learner evaluation questionnaires are not designed to allow the analysis and use of the feedback.

AREAS OF LEARNING

Retail and commercial enterprise

Grade 3

Contributory areas:	Number of learners	Contributory grade
<i>Hairdressing</i>		
Apprenticeships for young people	17	3
Other government-funded provision	42	3
<i>Beauty therapy</i>		
Other government-funded provision	42	3

54. SCVT has 17 LSC-funded apprentices in hairdressing. Apprentices are employed in local salons and attend the training centre on one day a week for background knowledge sessions and practical training. There are 12 apprentices and five advanced apprentices. The centre also offers courses to a further 84 learners on a franchise arrangement with Grimsby Institute. These attend full- and part-time further education hairdressing and beauty-related courses at the centre. There are 42 full-time learners who attend five days a week working towards hairdressing NVQs, and a further 42 learners working towards a range of full- and part-time beauty therapy programmes. Year 10 and 11 pupils from local schools attend the centre on introductory programmes in hairdressing for one day a week.

Strengths

- very effective monitoring of learners' progress
- particularly extensive range of programmes
- good curriculum management

Weaknesses

- poor retention rates on apprenticeship programmes
- poor short-term target-setting

Achievement and standards

55. The retention is poor on work-based learning programmes. Of the seven apprentices who started in 2002-03, only three have stayed on the programme and completed the framework. Of the three advanced apprentices who started in the same year, only one has been retained or completed their framework.

56. Retention rates have started to improve. Seventeen of the 20 learners who started apprenticeship programmes in 2004 are still in learning. Achievement for those who stay in learning is excellent. Since 2001, 18 advanced apprentices have started, and while only half have stayed on the programme, all of these completed the framework. Of the 40 apprentices, only 16 have stayed but all of these completed the framework. Some early leavers do so for reasons unrelated to programme quality, such as moving out of the area. Two of the learners who started in 2003-04 left to join a national salon chain who delivered their own training.

57. Performance on the full- and part-time further education provision funded through Grimsby Institute varies from course to course and from year to year. However, of 138 learners enrolling on full-time courses over the past three years only 51 per cent completed all elements of the qualification. Part-time courses in beauty therapy over the same period had higher levels of performance with 70 per cent completing all required elements of their learning programmes.

58. There is some good development of practical skills and confidence. Some of the apprentices work to a professional standard, carrying out good services such as cutting, colouring and styling. Appropriate tutor support is provided for other learners who are still developing their technical skills to complete basic cutting and colouring services.

59. Assignments are of a good standard and meet or exceed the awarding body criteria. Full- and part-time learner assignments are well presented. Many are word processed and make good use of diagrams and visual imagery. Through these assignments apprentices exhibit a good degree of product knowledge and technical understanding of cutting and styling. Attendance is good for on- and off-the-job training. Salons are informed immediately of learners' absences.

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

LSC funded work-based learning																
Advanced apprenticeships	2004-05		2003-04		2002-03		2001-02									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	6		3		6	100	3	100								
Retained*	1		1		4	67	3	100								
Successfully completed	1		1		4	67	3	100								
Still in learning	5		0		0	0	0	0								

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																
Apprenticeships	2004-05		2003-04		2002-03		2001-02									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	14		8	100	7	100	11	100								
Retained*	0		3	38	3	43	10	91								
Successfully completed	0		3	38	3	43	10	91								
Still in learning	12		0	0	0	0	0	0								

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

The quality of provision

60. There is a particularly wide range of hairdressing and beauty therapy programmes on offer to learners either on apprenticeship programmes or from the local community. The provision is extremely popular and for some programmes SCVT has established a waiting list. Learners are able to work towards qualifications in beauty therapy, holistic massage, reflexology, anatomy and physiology, applying artificial nails and manicure. Many of the

employers who provide work-placement opportunities also enrol on these courses as well as on assessor and teaching qualifications. Forty per cent of apprentices worked towards additional beauty or short hairdressing programmes during 2004-05, with a high degree of success. Of those enrolling to additional part-time courses in 2003-04, all successfully completed their qualification aims.

61. Monitoring of learners' progress towards the hairdressing NVQ is very effective. All learners have assessment records for each unit in their assessment logs which contain a detailed breakdown of the assessment requirements for the unit. Learners complete these after each assessment. Every six weeks, portfolios are audited and comprehensive records are made of the progress achieved. Details of uncompleted units are recorded on individual progress records, and employers, apprentices and further education learners all receive copies. Learners value their individual progress records, are fully aware of their achievements and of outstanding work. They use the information effectively to achieve the annual unit target set by the provider.

62. Co-ordination of on- and off-the-job training was a significant weakness at the previous inspection but it is now good. Monthly salon visits are made by assessors who discuss the learners' progress. Employers are clear about their learners' progress and appreciate the regular opportunity the visits give to discuss concerns. Employers appreciate the responsiveness of the provider in dealing with queries. One learner needed additional literacy support and the number of visits were increased to help them recognise and understand the benefits of the salon products range.

63. A new recruitment process is effectively directing learners to the most appropriate programme. Learners are given detailed information about programmes and complete an initial assessment to identify literacy and numeracy support needs. Apprentices also complete a month's work trial where attendance and commitment are monitored and recorded. Unemployed learners are helped to find an appropriate salon. All eligible further education learners are supported in applying for access funding to help pay for equipment and books. Learners benefit from arranged visits to trade shows, manufacturers and other guest speakers, and support for an annual show produced by those working towards level 3 NVQ hairdressing. All learners are enthusiastic and appreciate the friendly and supportive environment developed by the staff team. All learners comment on the approachability of the staff and the help they receive to complete their awards.

64. Teaching is satisfactory. All sessions have a scheme of work and a detailed lesson plan. During a background knowledge session on colouring, particularly effective use was made of linking the principles of colour to working practices and products which are familiar to the learners. Some sessions have an over reliance on the teachers' activities and do not include checks on learning.

65. Assessment practices are satisfactory. Practical assessments are completed within the centre for full and part time learners. Apprentices are also assessed in their salons by either a SCVT assessor or a work-based assessor. Currently almost half of the salons also have a qualified work-based assessor. Internal verification is satisfactory. A record of internal verification is entered into learners' assessment logs and there are comprehensive records of quality monitoring. Standardisation meetings are held to support consistency in assessment decisions, and these are well attended by SCVT's staff. Work-based assessors are also invited, but attendance is poor.

66. Short-term target-setting is poor. The targets are insufficiently detailed and do not cover all issues which may affect the learners' progress. They are based around unit acquisition rather than learners' needs and contain little guidance on how to improve. In many instances three or four units are set as a target at the first review. These unit targets are then repeated throughout the first nine months when parts of units are achieved rather than full units.

Leadership and management

67. The curriculum management is good. A particularly effective strategy is in place to offer courses to local schools. Pupils from years 10 and 11 attend introductory hairdressing programmes, and of those attending in 2003-04, half progressed onto SCVT's full- and part-time hairdressing or beauty therapy programmes.

68. Effective timetable management allows apprentices to access additional programmes. There is a highly evaluative and effective approach to curriculum management. New initiatives are piloted and evaluated against existing practice before changes are implemented. For example, with two groups of learners the fully integrated practice of delivering key skills was evaluated against an alternative of separate sessions and delivery. The experience and results were considered and analysed before a final decision was made about the most appropriate model to be used. Staff are involved in the review of programmes and their comments form part of the self-assessment report. There is an effective employer communication strategy. All salons receive a useful guidance pack and monthly newsletters.

69. Resources are adequate. At the previous inspection, the lack of clients was identified as limiting the assessment opportunities within the centre. However, the provider has recently extended the hairdressing salon and added a beauty therapy room, and the availability of clients is no longer a weakness. Most learners stated that they had sufficient clients to achieve their awards.

Preparation for life and work**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Independent living and leisure skills</i> Other government-funded provision	10	2
<i>Employability training</i> Entry to Employment	34	2

70. SCVT offers an E2E programme at their main centre funded by the LSC, and a programme of independent living and leisure skills for adults who are under the care of social services or local care homes, funded through Grimsby Institute. Thirty-four learners are on the E2E programme. Learners attend the training centre for an induction which includes an initial assessment of their literacy and numeracy needs. The programme includes training in employability skills and personal development and all learners take part in planned work experience with local employers. The average length of stay on the programme is 22 weeks. Learners are able to progress to further education, training or full-time employment.

71. The independent living and leisure skills programme is designed to allow adult learners who are under the care of social services and/or care homes to experience a range of learning activities including cookery, health and hygiene, transport safety, literacy, budgeting and information technology. Learners also take part in organised visits to enhance their learning. The programme is part time and is delivered at both of SCVT's centres in Skegness, as well as in another local support centre. The provision is planned for up to 30 learners. At the time of inspection, the provider is still enrolling learners and 10 learners are on the programme.

Strengths

- good work by learners
- very effective use of work experience for E2E learners
- good planning of training

Weaknesses

- insufficiently thorough monitoring of E2E programme performance

Achievement and standards

72. Many E2E learners gain a variety of qualifications and/or awards during their time on the programme. Between December 2004 and August 2005, 50 learners achieved the NIACE 'getting connected award', 33 achieved first aid certificates, 10 achieved health and safety awards and eight achieved a basic food hygiene certificate. Others achieved certificates in a diverse range of subjects including fitness, money management, various IT-related qualifications, and assertiveness, as well as qualifications which support development of literacy and numeracy skills and independent living.

73. Learners produce good work, and most of this forms the basis of evidence for accredited awards. Portfolios are well presented and the supporting evidence is organised

in an orderly way. Learners take great pride in the quality of their work and understand its importance. There is good use of a wide range of evidence from learning sessions and from many activities which take place outside the training centre. Learners' work is displayed effectively in the centre.

74. All learners gain a range of personal, social and employability skills during their programme. E2E learners appreciate the support and guidance of staff, and many feel that their confidence has improved. The provider routinely promotes good attendance and punctuality. Learners on the independent living and leisure programme appreciate that they are gaining valuable skills which will allow them a degree of independence they otherwise may not have.

75. Progression rates for E2E learners are satisfactory. Of the 42 learners starting in 2003-04, 43 per cent progressed to further education, training or employment. Trends suggest this rate will be maintained for those who started in 2004-05. Retention and achievement rates for learners following the programmes of independent living and leisure skills are good. Of the 24 learners who started in 2003-04, 23 completed and achieved their qualification aims.

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

LSC funded work-based learning																
Entry to Employment	2004-05		2003-04		2002-03											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	93		42	100	15	100										
Progression ¹	22		15	36	0	100										
Achieved objectives ²	22		18	43	6	40										
Still in learning	34		0	0	0	0										

1. Measured in terms of learners' movement to further training, education or employment, during or after their training

2. These being the key objectives identified for each learner while on E2E

The quality of provision

76. Very effective use is made of work experience as an integral part of the E2E programme. At the time of inspection, 14 of the 28 learners were taking part in planned work experience and all learners attend some work experience as part of their programme. There is a formal and comprehensive procedure for recruiting employers and ensuring that they comply with rigorous health and safety legislation. Learners are totally involved in the identification of suitable work-experience placements. Employers are given a handbook which clearly describes their role in the learners' training programme and raises their awareness of current equality of opportunity legislation. During work experience, attendance is good and learners keep a diary describing their activities. The provider contacts employers every day to check attendance and progress and to discuss any changes or improvements to the placement that would benefit the learner. Current work-experience placements include a nursery, garage, veterinary surgery, builders merchant and a pet shop.

77. Programmes are well designed to meet the needs and interests of learners and to take account of local needs and possible progression routes. The E2E programme includes

effective jobsearch sessions which helps learners identify realistic opportunities for work experience and employment. The programme also includes sessions to improve learners' social, personal and employment skills. Learners take part in a wide range of activities including boxing, nature observations and swimming. The independent living and leisure programmes include activities that effectively complement the support offered by social services and carers, and assist learners to become more independent.

78. Support for learners is effective. Most referrals come through Connexions personal advisers who work closely with learners and the provider's staff throughout the programme. The provider also has a close working relationship with the youth offending team who regularly refer young people to the programme. All independent living and leisure classes are supported by an additional member of teaching staff and some classes also have care workers present to help meet individual needs. E2E staff work closely with a wide range of external agencies and their representatives, and there is close liaison with social services and care workers to ensure the programmes fulfil learners' requirements. Other agencies are used to provide specialist support or development, including Business Link, the drug and alcohol awareness team, the youth service, a sexual health worker and Millennium volunteers.

79. Progress reviews for E2E learners are satisfactory. The provider works closely with Connexions personal advisers to ensure that accurate key objectives are identified to form the basis of a planned programme of learning, and to ensure learners' training needs are met. Many of these objectives form realistic and measurable outcomes. Most of the targets set at reviews are realistic and understood by learners, and some are very specific. Actions are followed up at subsequent reviews to maintain the learners' progress. However, a few targets are less useful and are not linked effectively to key objectives and this makes the achievement of personal and social skills difficult to recognise. The progress of learners on the independent living and leisure programme is carried out formally during each lesson. Realistic targets are set, and learners are aware of the progress they have made and have still to make.

80. Teaching and learning are satisfactory. Lessons are well planned and the resources are identified and made available. In the better lessons, teaching and learning is activity based, lively and fun, with good evidence of learning taking place. Tutors make good use of outdoor activities to engage learners. For example, learners have recently taken part in inter-college football tournaments, hill walking, high roping at a local activity centre and a crash rescue event by the local fire service. Good use is also made of guest speakers, and planned events include an army presentation and a cookery taster session. However, in some lessons there is an over-reliance on worksheets which are not linked to local issues or learners' interests. Independent living classes are supported by an additional member of the teaching staff and a care worker, where appropriate.

Leadership and management

81. The planning of training is good. All members of teaching and administrative staff work well as a team. Staff routinely share good practice and all help to support learners throughout their programme. Staff are very positive about their role, and learners appreciate the respect they receive and that they are treated as adults. Learners' attendance and punctuality is good at all sessions. Staff ensure that learners' programmes are suitable and modify timetables to take account of changing circumstances. Staff meet regularly to discuss learners' progress and how to overcome any barriers identified. Good

procedures and processes have been introduced which formalise many aspects of the programmes including weekly timetables for all E2E learners and work-experience documents. Staff maintain good working relationships with Connexions personal advisers and other external agencies.

82. The provider is recognised locally as being successful in supporting young people with multiple barriers to progress, and this is a significant factor which influences referrals to the programmes. Many E2E learners are not permanently resident in the local area, but SCVT accepts young people referred to the programme when it considers they may benefit.

83. There is insufficiently thorough monitoring of E2E programme performance. The provider has comprehensive management information systems and good routine recording procedures. However, the systems are not integrated effectively to produce relevant performance indicators that would confirm good practice or identify areas for improvement. There are no routine processes for accurately measuring overall attendance, the performance of specific groups or the sustainability of progression routes.

84. The self-assessment report was sufficiently critical in its overall assessment of provision, but it did not identify all the strengths and weaknesses identified by inspectors. Inspectors gave a higher grade than that in the self-assessment report.

