

# INSPECTION REPORT

## **Intuitions School of Hairdressing and Beauty Therapy**

**07 December 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
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.
- adult information, advice and guidance services (**nextstep**)

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

## Intuitions School of Hairdressing and Beauty Therapy

### Contents

#### Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for Intuitions School of Hairdressing and Beauty Therapy	2
Grades	2
About the inspection	3
Key Findings	3
What learners like about Intuitions School of Hairdressing and Beauty Therapy	8
What learners think Intuitions School of Hairdressing and Beauty Therapy could improve	8

#### Detailed inspection findings

Leadership and management	9
Equality of opportunity	11
Quality improvement	12
Retail and commercial enterprise	14

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Intuitions School of Hairdressing and Beauty Therapy (Intuitions) is a private limited company, established in 1993. The company provides work-based learning for young people in hairdressing and beauty therapy. Learners are employed in hairdressing and beauty salons within a 30-mile radius of Harrogate, where the Intuitions training centre is located. Intuitions is owned by the director who employs three full-time and 11 part-time staff. The company has a contract with North Yorkshire Learning and Skills Council (LSC) to provide apprenticeships, advanced apprenticeships and national vocational qualifications (NVQs). There are 96 LSC-funded learners, of whom 73 are following hairdressing programmes and 23 are following beauty therapy programmes. Intuitions has a small number of private learners.

2. The unemployment rate in North Yorkshire is low, standing at 1.2 per cent in September 2005, compared with a national average of 2.3 per cent. According to the 2001 census, the proportion of the local population which comes from minority ethnic groups is 1 per cent, considerably lower than the national average of 9.1 per cent. In 2004, the proportion of school leavers achieving five or more general certificates of education at grade C or above was 60.7 per cent, compared with the national average of 53.7 per cent.

### OVERALL EFFECTIVENESS

### Grade 1

3. **The overall effectiveness of the provision is outstanding.** Intuitions' leadership and management, and its arrangements for quality improvement are outstanding, as is provision in hairdressing and beauty therapy. Equality of opportunity is good.

4. **The inspection team had a high degree of confidence in the reliability of the self-assessment process.** Self-assessment and development planning very effectively improve the provision. All staff are involved in identifying strengths and weaknesses. Data is used well to identify trends in rates of achievement and performance. Judgements are clearly supported by evidence. The self-assessment development plan and the company's three-year development plan are used well. All staff have actions they are responsible for implementing, and progress is discussed at team meeting. The success of actions is reviewed and evaluated. The self-assessment development plan shows how strengths will be maintained, satisfactory areas turned into strengths, and weaknesses rectified. The judgements in the self-assessment report matched those of inspectors.

5. **The provider has demonstrated that it is in a good position to maintain the high quality of provision.** Staff effectively improve the quality of training. Intuitions has effectively prioritised action to rectify low achievement rates and staff members' understanding of quality assurance, which were weaknesses identified at the previous inspection. The three-year business plan sets targets for achievement rates, which now show year-on-year improvements. Care is taken to ensure learners are carefully recruited to the right programmes, and initial advice and guidance is good. Data is monitored closely to identify trends in early leavers and achievement rates. Staff are committed to

## INTUITIONS SCHOOL OF HAIRDRESSING AND BEAUTY THERAPY

quality improvement and now have a good understanding of their role in quality assuring provision. Weaknesses identified at the previous inspection have been satisfactorily dealt with, and all the strengths identified at the previous inspection have been further enhanced. Areas for improvement have been dealt with. The company's sharing of good practice with external partners has been strengthened since the previous inspection. The grades given at this inspection are higher in all areas than the grades given at the previous inspection. No significant weaknesses were identified during the inspection.

### KEY CHALLENGES FOR INTUITIONS SCHOOL OF HAIRDRESSING AND BEAUTY THERAPY:

- continue to maintain the high quality of the provision
- continue to improve achievement rates
- continue to raise learners' equality and diversity awareness
- continue to improve the quality of learners' practical work

### GRADES

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

Leadership and management		1
Contributory grades:		
Equality of opportunity		2
Quality improvement		1

Retail and commercial enterprise			1
Contributory areas:	Number of learners	Contributory grade	
<i>Hairdressing</i>			<i>1</i>
Apprenticeships for young people	85		1
NVQ training for young people	11		1

## ABOUT THE INSPECTION

6. All of Intuitions' LSC-funded hairdressing and beauty therapy provision was reported on and graded.

Number of inspectors	3
Number of inspection days	9
Number of learners interviewed	26
Number of staff interviewed	20
Number of employers interviewed	7
Number of locations/sites/learning centres visited	7
Number of visits	1

## KEY FINDINGS

### Achievements and standards

7. **Retention and achievement rates on all programmes have improved since the previous inspection.** Retention rates for learners who began programmes in 2004-05 and 2005-06 are excellent, at 100 per cent for advanced apprentices and NVQ learners and 92 per cent for apprentices. The present achievement rate for learners who began hairdressing apprenticeships in 2002-03 is a satisfactory 45 per cent. The portfolios of a further 16 per cent of the learners from this intake are waiting internal verification. Advanced apprenticeship achievement rates are improving. A satisfactory 45 per cent of learners starting advanced apprenticeships in 2001-02, 33 per cent of those starting in 2002-03 and 20 per cent of the 2003-04 intake completed their programmes. Nine per cent of advanced apprentices starting in 2001-02 are still in learning, 44 per cent of those starting in 2002-03 and 60 per cent of the 2003-04 intake. The achievement rate on NVQ programmes has increased from 45 per cent at the previous inspection to a good 83 per cent for learners starting in 2001-02 and 57 per cent for the 2002-03 intake, with 14 per cent still in learning.

8. Learners' professional standards, including client care, are good and their practical skills are satisfactory. Learners develop information technology (IT) skills which enhance their ability to use computerised reception systems in the workplace. Learners make good progress with their careers. A number have trained as assessors and some have been promoted to managerial positions.

## The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Retail and commercial enterprise	1	2	1	0	4
<b>Total</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>4</b>

9. **Exciting and challenging background knowledge teaching inspires learners.** Tutors skilfully adapt their teaching styles to meet each learner's needs. Planning of key skills training is good and learners begin working on key skills qualifications early in their programmes. Key skills activities are integrated with hairdressing and beauty projects. Learners enjoy background knowledge and key skills sessions and see their relevance. Tutors effectively evaluate sessions to plan further sessions.

10. **Progress reviews are very effective and frequent** and improve learners' and employers' understanding of learners' achievements and development needs. Reviewers swiftly initiate action to support learners if issues are identified. Learners making slow progress receive additional reviews. Learners assess their progress and reviewers skilfully seek employers' views and include them in the process. Reviewers give very effective feedback to learners and set targets to support learning. However, targets are not always sufficiently detailed to be measurable.

11. **Co-ordination of on- and off-the-job training is good.** Employers have copies of learners' training schedules and know what is being taught, when, at Intuitions. Employers are involved in developing individual learning plans and agreeing targets. Assessment is well planned and thorough. Learners have ownership of and develop their assessment plans. They have a good understanding of the assessment process and their progress.

12. **Experienced and well-qualified staff offer good literacy and numeracy support.** Interviews and initial assessment effectively identify additional learning needs and are used to place hairdressing learners into groups which work at an appropriate pace for their members. Learners receive good support in extra background knowledge learning sessions, during which a learning support tutor works alongside the tutor. The sessions are fun and good use is made of tips and techniques to enable learners to remember key facts. Fewer beauty therapy learners require additional learning support, which is offered individually to suit the learners.

13. Staff have very good up-to-date commercial knowledge and skills. Learners work in very good-quality salons which reflect high standards within the hairdressing and beauty industry. Intuitions has good hairdressing resources which are new and reflect high commercial standards. Learners have good access to a well-equipped computer suite. The beauty therapy room is adequate for the current numbers of learners. Learners and clients with restricted mobility can access ground-floor salons, toilets and training rooms.

## Leadership and management

14. **Internal and external communications are very effective, frequent, constructive and well organised.** Staff attend regular meetings to discuss a range of relevant issues including changes to working practices and learners' progress. Staff value the meetings and participate actively in discussions. Meetings are used well to encourage staff to reflect on



the organisation's performance and potential. Staff have a good understanding of strategic objectives and are involved in developing the annual business plan and the three-year development plan. The director openly shares information about the company. Meetings are used well to share problems and to discuss and evaluate solutions. The management style is open and consultative. The director supports staff well. Team-working is very good.

15. Learners' progress is carefully monitored. Learners at risk of leaving their programmes early are identified and given extra support. Learners' progress is discussed at individual and team meetings. When issues are identified, clear and rapid communication ensures that staff take effective action. The finance manager produces a good range of management information reports to monitor and evaluate learning and the effect of changes to provision.

16. External communications with employers and work-based assessors are well managed through regular meetings, training events and frequent written communications. Work-based assessors and employers are clear about their learners' progress. Staff do much work to share good practice with other providers.

17. **All staff benefit from good appraisal and staff development.** Appraisal is well established, appreciated by staff and provides a strong focus for staff development. Staff are encouraged to attend training courses linked to the needs of the company, the staff development plan and their personal development needs. They have attended a wide range of courses to enhance their vocational, teaching and assessing skills. Learners benefit from staff members' good knowledge, understanding of portfolio-building and commitment to self-improvement. Staff work well as a team and cover a wide range of tasks. The director and most of the tutors either work within or have their own commercial businesses and are able to pass on new and innovative industrial techniques to learners.

18. **Intuitions has strong links with employers.** Good training is provided for employers in a range of topics including customer service, nail art, business practice, equality and diversity, and fire safety regulations. Good support for employers is provided through regular staff visits and letters which provide updates and information. Annual meetings ensure that employers receive the same information as Intuitions' staff. The same training is given in the workplace for employers' staff who cannot attend meetings. Learners benefit from having workplace supervisors and managers who have up-to-date knowledge. Many workplace supervisors have taken assessors' awards through Intuitions. Tutors help employers maximise their business potential, for example by giving advice on how to market products. Work-based assessors are supported well by internal verifiers, who help to improve their assessment practice.

19. **Learners are given good individual support to help them achieve their potential.** Strong links have been made with the local dyslexia institute. A dyslexia initial assessment for adults is available, and all learning materials have been reproduced in a style and font appropriate to the needs of learners with dyslexia. One member of staff has completed a training programme which equips them with the skills required to identify dyslexia. A wide variety of support is available for learners with social needs. Learners who have personal social needs are appropriately referred to specialist agencies. Learners can contact tutors on their mobile phones. Literacy and numeracy support is managed well. Learners identified with additional support needs attend sessions during which specialist support is available. The support is effective and the learners enjoy the sessions.

20. Equality and diversity are effectively promoted to employers, most of whom have a good understanding of the topics. Workplace monitoring takes place during progress review meetings and during discussions at employers' meetings. During inspection, a review successfully identified and dealt with a learner's potential complaint about access to training in the workplace.

21. **Intuitions takes good action to recruit learners from under-represented groups.** Staff attend school careers events, specifically targeting men for hairdressing and beauty therapy courses and also visit a local private college whose population includes over 30 per cent of minority ethnic students. Several of these students have gained work experience with Intuitions.

22. During induction, learners are shown videos and complete case studies appropriate to their level of responsibility in the workplace. However, some learners do not recognise the links between diversity issues and their working environment and are unable to relate their thinking to clients and colleagues.

23. **Staff take very effective action to improve the quality of training.** Action has been well prioritised to rectify weaknesses identified at the previous inspection. Staff are committed to quality improvement and have a good understanding of their role in quality assuring provision. All the strengths identified at the previous inspection have been further enhanced. Areas for improvement have been dealt with. The grades given at this inspection are higher in all areas than the grades given at the previous inspection. No significant weaknesses were identified during inspection.

24. **Evaluation of training and assessment is very thorough.** The director carefully monitors quality. She observes sessions and effectively focuses on the learning taking place. When issues are identified, support is put in place and progress is monitored. Tutors self-evaluate how effectively each session meets learners' needs and plan their next session accordingly. Staff are encouraged to observe each other to learn from each other's strengths. The director closely monitors assessors' work by carrying out progress reviews of a sample of each assessor's learners.

25. Intuitions systematically evaluates aspects of training programmes. Learners' and employers' views are sought through regular questionnaires and reviews of learners' progress. Staff members' views are regularly sought through formal and informal meetings. Good use is made of feedback, which is collated and shared at team meetings. Many improvements have been made to facilities, resources and training delivery following feedback.

26. Good practice found on the ALI's website is shared with staff and published reports are used to benchmark and improve provision. Staff network with other providers to share good practice.

27. Internal verification is good. It is well planned and thorough and significantly improves the quality of assessors' and learners' work. Very thorough, accurate and supportive feedback is given to help assessors to develop their practice. Internal verifiers monitor the quality of on-the-job training through frequent observation of work-based assessment. Support for new assessors is good.

28. **Self-assessment and development planning are good** and effectively improve the provision. All staff are involved in identifying strengths and weaknesses and use the self-assessment development plan and the three-year development plan well. The strengths in the self-assessment report matched those found by inspectors. The grades given through self-assessment for hairdressing and beauty and equality of opportunity were the same as the grades given by inspectors, but inspectors gave higher grades for leadership and management and quality improvement.

### **Leadership and management**

#### **Strengths**

- very effective internal and external communications
- good staff appraisal and development
- strong links with employers
- good individual support for learners
- good action to widen participation
- very effective action to improve the quality of training
- very thorough evaluation of training and assessment
- good self-assessment and development planning

#### **Weaknesses**

- no significant weaknesses identified

### **Retail and commercial enterprise**

#### ***Hairdressing***

***Grade 1***

#### *Strengths*

- improving apprenticeship achievement rates
- exciting and challenging background knowledge teaching
- very effective progress reviews
- good co-ordination of on- and off-the-job training
- good literacy and numeracy skills support

#### *Weaknesses*

- no significant weaknesses identified

## **WHAT LEARNERS LIKE ABOUT INTUITIONS SCHOOL OF HAIRDRESSING AND BEAUTY THERAPY:**

- attending off-the-job training at Intuitions - 'I can't wait to get here, I love it so much'
- the background knowledge sessions - 'theory is interesting and fun and so different to school'
- the help and support from all the staff
- working in small groups
- doing practical work at the school which gives them new ideas
- being treated like adults

## **WHAT LEARNERS THINK INTUITIONS SCHOOL OF HAIRDRESSING AND BEAUTY THERAPY COULD IMPROVE:**

- the beauty room - it needs to be bigger and cubicles need individual lights
- the amount of opportunities to be assessed in beauty therapy over Christmas

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 1

#### Strengths

- very effective internal and external communications
- good staff appraisal and development
- strong links with employers
- good individual support for learners
- good action to widen participation
- very effective action to improve the quality of training
- very thorough evaluation of training and assessment
- good self-assessment and development planning

#### Weaknesses

- no significant weaknesses identified

29. Leadership and management are outstanding. The director leads by example and sets high standards within training. Management of learning and of staff is very good. Staff feel valued and share a strong sense of loyalty to the company. Learners are happy and achieve their objectives.

30. Internal and external communications are very effective and team-working is very good. Internal communications are frequent, constructive and well organised. Staff attend regular and minuted individual meetings with the director, team meetings and full staff meetings, to discuss a range of relevant issues. Standardisation meetings effectively ensure that all trainers use the same teaching methods. Staff value the meetings and participate actively in discussions. Meetings are used well to encourage staff to reflect on the performance and potential of the organisation. Staff have a good understanding of strategic objectives and are involved in developing the annual business plan and the three-year development plan. Strategic planning is good. The three-year development plan and annual business plan are used well to encourage the team to think about the company's future. The managing director openly shares information about the company, for example on the end-of-year accounts. Staff are aware of the role they play in the company's success. Meetings are used well to share problems, and to discuss and evaluate solutions. Issues about learners' progress are discussed and achievements are shared. Staff feel their views are listened to and give examples of how their ideas have been used to improve provision. The management style is open and consultative. Staff are supported well by the director. She builds and maintains staff morale with team and social events and acknowledges staff publicly for their contributions, which staff appreciate.

31. Learners' progress is carefully monitored. The finance manager has a board in her office showing learners' expected end dates which she closely monitors. Learners at risk of leaving their programmes early are identified and given extra support. Learners' progress and problems with progress are discussed at individual and team meetings. When issues are identified, clear, rapid communication ensures effective action is taken. Records of

learners' progress are kept in portfolios. Learners and employers have a good understanding of learners' progress. The finance manager produces a good range of management information reports to monitor and evaluate learning and the effect of changes to provision. Requests for data and reports are quickly responded to.

32. External communications with employers and work-based assessors are managed well through regular meetings, training events and frequent written communications. A useful handbook for employers contains information about learners', employers' and trainers' rights and responsibilities. Staff have done much work to share good practice with other providers, establishing and facilitating a work-based providers' forum and working with a centre of vocational excellence to improve delivery to employers. Intuitions has developed key skills and literacy and numeracy support policies through work with another college.

33. All full- and part-time staff benefit from good appraisal and staff development. Appraisal is well established, appreciated by staff and provides a strong focus for staff development. Staff have a formal appraisal twice a year. This is thorough and includes employees' open and honest self-evaluation of their own performance and a discussion with the director about their strengths, areas for improvement and development needs. Regular individual meetings between the director and the employee complement the annual appraisal. Progress is monitored and used to evaluate achievements against targets. Staff are encouraged to attend training courses linked to the needs of the company, the staff development plan and their personal development needs. They have attended a wide range of courses to enhance their vocational skills, for example in styling long hair and hot stone therapy. Staff take a wide range of qualifications, including an information and communications technology (ICT) qualification to help them progress to the key skill of using ICT. All staff achieve key skills at levels appropriate to their jobs. Currently five staff are taking adult teaching qualifications, two are taking assessors' awards and one is taking an internal verifiers' award. Staff are very positive about development and act as good role models for learners. Learners benefit from staff members' good knowledge, understanding of portfolio-building and commitment to self-improvement. Staff work well as a team covering a wide range of tasks. The director and most of the tutors either work within or have their own commercial businesses and are able to pass on new and innovative industrial techniques to learners. All tutors work within the training school in December to enhance their practical skills.

34. Intuitions has strong links with employers. Good training is provided for employers, including courses in customer service, nail art, business practice and equality and diversity, and training on fire safety regulations. Intuitions recently ran a highly successful skills week. This gave employers opportunities to try advanced short courses to help them develop their range of client services, including Brazilian waxing and hot stone treatment. Good support for employers is provided through regular staff visits and letters which provide updates and information. Annual meetings ensure that employers receive the same information as Intuitions' staff. Topics include the minimum wage and equality of opportunity. The same training is given in the workplace for employers' staff who cannot attend meetings. Learners benefit from having workplace supervisors and managers who have up-to-date knowledge. Many workplace supervisors have taken assessors' awards through Intuitions. Intuitions has productive links with employers and is flexible and responsive to their needs, for example supporting an employer with a disciplinary hearing. Tutors help employers to maximise their business potential, for example by giving advice on how to market products. Employers are involved in developing individual learning plans

and agreeing targets. Work-based assessors are supported well by internal verifiers, who help to improve their assessment practice. Six-monthly evaluations request information on employers' future development needs, improvements they require in the training programme and any additional support.

35. Literacy and numeracy skills support is managed well. Learners with identified additional support needs attend sessions during which specialist support is available. The support is effective and the learners enjoy the sessions.

36. Facilities and resources are satisfactory. Resources are good in hairdressing and adequate in beauty therapy. Facilities have been improved through recent expansion and refurbishment. Learners and clients with restricted mobility can access salons, toilets and training rooms which have been relocated to the ground floor. Learners benefit from a computer suite, a common room and separate beauty therapy and background knowledge training areas.

### **Equality of opportunity**

### **Contributory grade 2**

37. Good individual support is provided for learners to help them achieve their potential. Strong links have been made with the local dyslexia institute which learners with dyslexia can contact to receive additional specialist support. A dyslexia initial assessment for adults is available. All learning materials have been reproduced in a style and font appropriate to the needs of learners with dyslexia. Handouts are printed on cream-coloured paper. One staff member has completed a training programme equipping them with the skills to identify dyslexia. The effectiveness of support for learners with dyslexia is evaluated. A wide variety of support is available for learners with social needs. For example, Intuitions effectively supported a learner who became pregnant during her probationary period. Discussion and research was sensitively carried out on behalf of the learner, protecting her rights while maintaining good links with the employer. Issues relating to the minimum wage are appropriately dealt with. Learners with personal social needs are appropriately referred to specialist agencies. Learners can contact tutors on their mobile phones outside of office hours.

38. Equality and diversity are effectively promoted to employers, most of whom have a good understanding of the topics. Workplace monitoring takes place during progress review meetings and during discussions at employers' meetings. During inspection, a review successfully identified and dealt with a potential complaint from a learner about access to training in the workplace. All employers have been given a copy of Intuition's disability statement and equal opportunities and diversity policy. They are encouraged to adopt these and to work within their boundaries at all times where no policies exist in the workplace. Employers receive a handbook which clearly documents their rights and responsibilities. Employers' meetings include discussions and updates on legislative changes. Employers are offered a toolkit which highlights good equal opportunities practice and includes training activities such as quizzes so employers can raise learners' and salon staff members' awareness. Leaflets and useful literature are forwarded to employers throughout the year. Learners' and employers' understanding of equality of opportunity is evaluated through questionnaires.

39. Intuitions takes good action to recruit learners from under-represented groups. Data is collected for starters and leavers and this is analysed in terms of gender, age, ethnicity and additional learning needs. Staff attend school careers events, specifically targeting men for

hairdressing and beauty therapy courses. They visit a local private college which has over 30 per cent of minority ethnic students. Several of these students have gained work experience with Intuitions. Major national recruitment events are also attended and enquiries taken from a number of minority groups.

40. The profile of equality of opportunity has been raised within Intuitions since the previous inspection. Various staff development activities have taken place including a specifically designed programme to gain a wider perspective in relation to diversity. New team members have not taken part in this programme and have a narrower understanding of equality issues. Copies of the training materials are available. Equality of opportunity is a standing agenda item on the quarterly staff meetings. Team awayday events incorporate discussion related to equality and diversity. Learners' and staff members' handbooks contain the equal opportunities and diversity policy, and the disability statement. Both are reviewed at least annually and more frequently if legislation demands. Intuitions has grievance, complaints and appeals procedures. The policy is discussed with learners and new staff during their induction.

41. During induction, learners are shown videos appropriate to their level of responsibility in the workplace and qualification at level 2 or 3. They complete case studies based on scenes in the videos which they are encouraged to discuss and debate openly. Each learner receives a booklet which includes activities to check their understanding of equality and diversity. There is no further reinforcement of this work at this depth once the programme begins, although sessions on equality of opportunity are now incorporated in learners' schemes of work. Some learners do not recognise the links between diversity issues and their working environment and are unable to relate their thinking to encompass the effect on clients and colleagues in the workplace.

### **Quality improvement**

### **Contributory grade 1**

42. Staff take very effective action to improve the quality of training. Action has effectively been prioritised to improve achievement rates and staff members' understanding of quality assurance, which were identified as weaknesses at the previous inspection. Targets for achievement rates are set in the three-year business plan. Care is taken to ensure that learners are carefully recruited to the right programmes and initial advice and guidance is good. Data is monitored closely to identify trends in early leavers and achievement rates. Staff are committed to quality improvement and now have a good understanding of their role in quality assuring provision. Written strategic objectives and training in equality of opportunity for staff were identified as weaknesses at the previous inspection but have been satisfactorily rectified. All the strengths identified at the previous inspection have been further enhanced. Areas for improvement have been dealt with. For example, facilities have been improved through expansion and refurbishment since the previous inspection, and sharing of good practice with external partners has been developed. The grades given at this inspection are higher in all areas than the grades given at the previous inspection. No significant weaknesses were identified during inspection.

43. Evaluation of training and assessment is very thorough. Intuitions does not subcontract provision and training takes place at one centre, allowing the director to monitor quality carefully. The director observes sessions, and her feedback to tutors effectively focuses on the learning taking place. The observation system is constantly being improved. When issues are identified, support is put in place and progress is monitored. Tutors effectively evaluate each of their sessions and use each learner's achievements during that session to



plan their next session. Staff are encouraged to observe each other to learn from each other's strengths. Some staff use this system well, but self-assessment has identified that although the number of peer observations has increased, not all team members take advantage of the system. The director closely monitors assessors' work by carrying out progress reviews of a sample of each assessor's learners. She also annually observes all staff carrying out reviews of learners' progress, which gives her the opportunity to talk to employers. Staff observe the director carrying out reviews, training and assessment.

44. Aspects of training programmes are systematically evaluated, including induction, exit interviews, recruitment, progress reviews, the training schedule, courses and literacy and numeracy support. Learners' and employers' views are sought through regular questionnaires and reviews of learners' progress. Staff members' views are regularly sought through formal and informal meetings. Good use is made of feedback, which is collated and shared at team meetings. Many improvements have been made to facilities, resources and training delivery as a result of feedback, with examples including increasing the number of computers, installing mirrors and lockers and changing how the training programme is structured.

45. Good practice found on the ALL's website is shared with staff and published reports are used to benchmark and improve provision. Staff network with other providers to share good practice. Good-quality procedures which focus on the learners' experience have been developed by staff and are evaluated at team meetings.

46. Internal verification is good. It is well planned, thorough and significantly improves the quality of assessors' and learners' work. Very thorough, accurate and supportive feedback is given to help assessors develop their practice. Internal verifiers monitor the quality of on-the-job training through frequent observation of work-based assessment. Support for new assessors is good. They are observed assessing five times before they assess on their own.

47. Self-assessment and development planning are good and effectively improve the provision. All staff are involved in identifying strengths and weaknesses. Data is used well to identify trends in rates of achievement and performance. Evidence cited in the self-assessment report effectively supports judgements. The self-assessment development plan and the three-year development plan are used well. All staff have actions they are responsible for which they understand and act upon. Progress is discussed at team meetings and actions are reviewed. The self-assessment development plan shows how strengths will be maintained, satisfactory areas turned into strengths, and weaknesses rectified. The most recent self-assessment report was produced in February 2005 and updated for the inspection. The self-assessment update identified that weaknesses found in the February 2005 report had been rectified. Inspectors agreed with the judgements in the updated self-assessment report. The grades given through self-assessment for hairdressing and beauty therapy and equality of opportunity were the same as the grades given by inspectors, but inspectors gave higher grades for leadership and management, and quality improvement.

## AREAS OF LEARNING

### Retail and commercial enterprise

### Grade 1

Contributory areas:	Number of learners	Contributory grade
<b>Hairdressing</b>		<b>1</b>
Apprenticeships for young people	85	1
NVQ training for young people	11	1

48. Intuitions provides training in hairdressing and beauty therapy for 96 young people in Harrogate and the surrounding areas. The company offers apprenticeships and NVQ programmes to 73 hairdressing and 23 beauty therapy learners. There are 58 apprentices and 27 advanced apprentices, of whom 22 are following advanced apprenticeships in beauty. Eleven learners are completing NVQs, eight at level 2 and two at level 3 in hairdressing and one at level 3 in beauty. All but one of the learners are employed in salons. Intuitions recruits learners directly and employers refer learners to the company for training. Learners receive a comprehensive induction programme when they begin their training. Intuitions currently contracts with 57 work placements. Most learners in hairdressing attend off-the-job training for one day every two weeks. Beauty therapy learners attend one day a week.

#### **Hairdressing**

#### **Grade 1**

##### *Strengths*

- improving apprenticeship achievement rates
- exciting and challenging background knowledge teaching
- very effective progress reviews
- good co-ordination of on- and off-the-job training
- good literacy and numeracy skills support

##### *Weaknesses*

- no significant weaknesses identified

#### **Achievement and standards**

49. Retention and achievement rates have improved over the past three years and are well above the national average. Learners are making good progress. Of the learners who began programmes in 2004-05 and 2005-06, all of the advanced apprentices and NVQ learners, and 92 per cent of the apprentices are still on their programmes.

50. A satisfactory 50 per cent of learners starting apprenticeships in 2001-02 achieved their qualification. The present achievement rate for learners who began apprenticeships in 2002-03 is a satisfactory 45 per cent. The portfolios of a further 16 per cent of learners from this intake are awaiting internal verification. At the previous inspection, the apprenticeship achievement rate was a low 10 per cent.

51. Advanced apprenticeship achievement rates have improved. A satisfactory 45 per cent of learners starting an advanced apprenticeship in 2001-02 completed their framework, as did 33 per cent in 2002-03 and 20 per cent in 2003-04. Nine per cent of advanced apprentices who began in 2001-02 are still on programme, as are 44 per cent of the 2002-03 intake and 60 per cent of those starting in 2003-04.

52. The achievement rate on NVQ programmes has increased from 45 per cent at the previous inspection to a good 83 per cent for learners who began programmes in 2001-02 and 57 per cent for learners who began in 2002-03, with 14 per cent of this intake still in learning.

53. Intuitions closely analyses the reasons learners leave early. Most leave early for personal reasons, particularly pregnancy. Staff work hard to support pregnant learners and encourage them to complete their programme.

54. Some learners who were making slow progress with another training provider were transferred to Intuitions. Many of these learners had been given an inadequate initial assessment and did not have the potential to complete the level 3 NVQ to which they had originally been recruited. Intuitions devised an effective action plan to develop their key skills and to diagnose their needs. Two of these learners who began programmes in 1999-2000 are currently completing their advanced apprenticeships.

55. Learners' professional standards, including client care and personal presentation, are good. Learners develop useful IT skills through training at the school, which improve their ability to use computerised reception systems in the workplace. Learners' practical skills are satisfactory. Learners make good progress with their careers. A number of learners have trained as assessors and some have been promoted to managerial positions.

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

<b>LSC funded work-based learning</b>																
<b>Advanced apprenticeships</b>	<b>2005-06</b>		<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>		<b>2001-02</b>		<b>2000-01</b>		<b>1999-00</b>			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	2		15		5	100	9	100	11	100	17	100	15	100		
Retained*	0		0		4	80	8	89	7	64	8	47	6	40		
Successfully completed	0		0		1	20	3	33	5	45	6	35	2	13		
Still in learning	2		15		3	60	4	44	1	9	0	0	2	13		

\*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	2005-06		2004-05		2003-04		2002-03		2001-02		2000-01					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	7		32		33	100	38	100	44	100	34	100				
Retained*	0		0		10	30	24	63	26	59	19	56				
Successfully completed	0		0		5	15	17	45	22	50	13	38				
Still in learning	7		29		17	52	5	13	0	0	0	0				

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

LSC funded work-based learning																
NVQ Training	2004-05		2003-04		2002-03		2001-02		2000-01							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	3		16	100	7	100	6	100	3	100						
Retained*	1		5	31	5	71	5	83	3	100						
Successfully completed	0		4	25	4	57	5	83	3	100						
Still in learning	3		7	44	1	14	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

56. Exciting and challenging background knowledge teaching closely links to practical work and industry practice. Learners are inspired by teaching staff who adapt their teaching styles to meet individual learning needs. In one session about infestations of the scalp, the tutor playfully used the support tutor to demonstrate what to look for during a client consultation. Learners were encouraged to visualise the practical demonstration they had seen when completing written tests. Planning of key skills training is good and learners begin working on key skills early in their programmes. Key skills activities are integrated with hairdressing and beauty projects. In one background knowledge session, learners participated in role-play to identify good practice in client care in hairdressing. Learners acted various roles and used toy money to support key skills development. Learners enjoy background knowledge and key skills sessions and see their relevance. Tutors effectively evaluate each session to plan further sessions based on each learner's needs. Learners benefit from working in small groups and receive much individual attention.

57. Very effective and frequent progress reviews improve learners' and employers' understanding of learners' achievements and development needs. Workplace reviews are conducted every six weeks and portfolio-building reviews are conducted every two weeks in the school. When reviewers identify progress issues, they swiftly initiate action to support the learner. Learners making slow progress receive additional reviews. During reviews learners assess their progress in both on- and off-the-job training. Reviewers have very good relationships with employers and skilfully seek employers' views and include them in the process. Reviewers give very effective written and oral feedback to learners and set targets to support learning. However, as Intuitions has identified, targets are not always sufficiently detailed to be measurable.

58. Co-ordination of on- and off-the-job training is good. Employers have copies of

learners' training schedules and know what is being taught, when, at Intuitions. On-the-job training is planned to reinforce the work in the training school. Employers are involved in developing individual learning plans and agreeing targets. Staff work closely with employers to ensure learners are supported and achieve their qualifications. Assessment is well planned and thorough. Learners have ownership of and develop their assessment plans. They have a good understanding of the assessment process and their progress. Witness statements are used to speed up learners' progress. Portfolios are of a good standard. Internal verification ensures assessment opportunities are maximised. Hairdressing assessment is carried out at Intuitions and in the workplace. All learners carry out assessment in their practical sessions during their off-the-job training. Workplace assessment happens less frequently in beauty therapy, where there are fewer qualified work-based assessors. Some beauty therapy learners are not assessed when they work on clients. However, this is not affecting their progress.

59. Good literacy and numeracy skills support is offered by experienced and well-qualified staff. Interviews and initial assessment effectively identify additional learning needs and are used to place hairdressing learners into groups, dependent upon their abilities. Groups work at an appropriate and realistic pace for members. Extra background knowledge sessions offer good support for learners. A learning support tutor works alongside the tutor, offering help with basic literacy. A diverse range of teaching methods effectively engages and motivates these learners. The sessions are fun and good use is made of tips and techniques to enable learners to remember key facts. Acronyms are effectively used to memorise skin and hair diagrams. Learners confidently join in activities. A scribe is offered during examinations for learners with severe learning difficulties. Sessions are adapted to meet the group's needs. Additional breaks are taken if concentration levels drop quickly. Learners gain sufficient knowledge to complete written tests and assignments competently. Fewer beauty therapy learners require additional learning support, which is offered individually to suit the learner. After receiving support, learners are retested to check their progress.

60. Good initial advice and guidance ensures applicants are referred to the right programmes. Initial assessment effectively identifies learners' abilities and support needs. Learners are offered a range of additional short courses to gain additional qualifications, which enhance their employability.

61. Staff have very good up-to-date commercial knowledge and skills. Learners work in very good-quality salons which reflect high standards within the hair and beauty industry. The school has good hairdressing resources which are new and reflect high commercial standards, with examples including colour processors. Learners have good access to a well-equipped computer suite. The beauty therapy room is adequate for the current numbers of learners. The background knowledge rooms are sometimes noisy from the disruptions in the adjoining salon. Equipment sterilisation procedures are not always promoted by the trainers.

### **Leadership and management**

62. Leadership and management of the area of learning are outstanding. Internal communication and teamworking are very good. All staff attend a good range of meetings which keep them fully informed of developments and encourage them to share good practice. Staff have a good understanding of learners' progress, which is discussed and recorded at meetings after which effective action is taken.

63. Staff development is good and staff have appropriate vocational qualifications. Trainers have good opportunities to develop their teaching and assessment qualifications and improve a wide range of additional skills. Staff teaching key skills have themselves achieved key skills qualifications at appropriate levels. For example, the finance manager who also delivers key skills has achieved level 4 qualifications in IT and communications and a level 3 qualification in application of number.

64. Quality improvement systems are very effective. Data is used to monitor learners' progress. Internal verification is good and begins early in the assessment process. A supportive and effective observation process improves teaching and learning.

65. Self-assessment is rigorous and accurate. All staff are involved in self-assessment and development planning, which they update regularly in team meetings. The development plan correctly identifies areas for improvement and appropriate action.

66. Communication with employers is highly effective and there are good relationships between the staff and salon owners. Employers feel they are integral to the training of their learners.

