INSPECTION REPORT

Cheynes Hairdressing Training

24 November 2005
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
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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
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Cheynes Hairdressing Training

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DESCRIPTION OF THE PROVIDER

1. Cheynes Hairdressing Training (CHT) is a private training company based in Edinburgh. It is the training division of Cheynes Management Limited which operates a group of salons in Scotland. CHT provides government-funded work-based learning in hairdressing at salons across the UK. Learners in England are funded by the National Employer Service of the Learning and Skills Council. CHT also trains learners in Scotland and Ireland and also has a significant number of privately funded learners. Currently 186 learners are following apprenticeship programmes and 30 learners are on advanced apprenticeships. Each salon that works with CHT is independently accredited by the awarding body as a training and assessment centre. CHT manages the training and assessment taking place in each of these centres. It also gives guidance to salons and provides learning materials and internal verification.

2. CHT’s programme director manages the company’s training division from the small head office in Edinburgh. The programme director is assisted by a national vocational qualification (NVQ) technical director, five administrators, four principal training advisers and a team of 20 part-time regional training advisers. Principal and regional training advisers work from home in England. The programme director is also a director of Cheynes Management Limited and represents the training division at board level. There are 108 salon-based assessors and 16 internal verifiers. Learners are recruited by their salon and join CHT’s training programme after a period of in-salon induction.

OVERALL EFFECTIVENESS

3. The overall effectiveness of the provision is good. CHT’s leadership and management are good as are its arrangements for quality improvement. The company’s approach to equality of opportunity is satisfactory and provision in hairdressing is good.

4. The inspection team had a high degree of confidence in the reliability of the self-assessment process. The self-assessment process is well understood by all staff, who are clear about their responsibilities and how the process links with continuous improvement. All members of staff are included in the process, contributing through a series of meetings and questionnaires. The self-assessment process is sufficiently critical, correctly identifying most of the strengths and weakness found during inspection and supporting them with sufficient evidence. Data on retention and achievement rates was used to support the process, as was feedback from employers and learners. The self-assessment process is continuous and is integrated with the overall quality management of the provision.

5. The provider has demonstrated that it is in a good position to make improvements. CHT responds quickly to resolve any weaknesses identified through the self-assessment process and quality management systems. Since its previous inspection, the company has made significant improvements which have either fully or partially resolved most of the identified weaknesses. The development plan is well constructed and has clear strategies
CHEYNES HAIRDRESSING TRAINING

to increase further retention and achievement rates, the quality of provision and the learners’ overall experience.

KEY CHALLENGES FOR CHEYNES HAIRDRESSING TRAINING:

- continue to build on the strong management and quality improvement structures
- implement a structured learning plan in equality of opportunity for learners and salon trainers
- ensure that the management information system continues to be developed
- maintain the very good standard of practical training and improve the delivery of background knowledge and key skills training

GRADES

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

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<th>Retail and commercial enterprise</th>
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<tr>
<td>Contributory areas:</td>
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<td>Hairdressing</td>
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<tr>
<td>Apprenticeships for young people</td>
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ABOUT THE INSPECTION

6. The inspection took place over four days during one week in November 2005. Additional evidence was collected in relation to leadership and management and the area of learning from two earlier visits in September and October.

| Number of inspectors | 4 |
| Number of inspection days | 18 |
| Number of learners interviewed | 47 |
| Number of staff interviewed | 35 |
| Number of employers interviewed | 15 |
| Number of locations/sites/learning centres visited | 20 |
KEY FINDINGS

Achievements and standards

7. Rate of retention and framework completion are generally satisfactory. Retention rates have steadily improved as have achievement rates on the apprenticeship and advanced apprenticeship programmes. **However, some advanced apprentices are making slow progress.**

8. **Learners demonstrate high levels of skill when handling scissors, combs and hairdryers.** They use advanced techniques over and above those required for the NVQ when cutting hair. For example, they have sufficient expertise to create contemporary haircuts using a variety of techniques. Many learners are able to carry out cutting and colouring techniques to a commercially good standard after only being on programme for a short period of time.

The quality of provision

Grades given to learning sessions

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<thead>
<tr>
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<th>Grade 1</th>
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<th>Grade 3</th>
<th>Grade 4</th>
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9. **Learners receive good practical training in excellent salons.** The ratio of trainers to learners is good and a high level of individual attention is paid to help learners gain and rapidly improve their hairdressing skills.

10. Trainers at CHT are highly skilled and accomplished at demonstrating skills to learners. Trainers make good use of questioning techniques to assess learners’ subject knowledge and technical expertise. Learners are highly motivated and enthusiastic about their practical training.

11. **Learners receive good individual support.** They have good relationships with their trainers and assessors, who they feel are approachable and easy to talk to. Trainers are skilled at creating supportive, friendly environments in which learners feel secure and able to develop their skills with confidence.

12. Planning for and practice in NVQ assessment is appropriate. Assessment is individually planned and is recorded well. Arrangements to assess learners’ literacy and numeracy skills support needs is satisfactory. Support is given in the salon, but the process is not recorded well enough to identify the improvements made by the learners.

13. **Salon trainers are not given enough training to help them improve the teaching and learning of key skills.** Trainers lack confidence in providing training and few have key skills qualifications.

14. **Programme management is good,** with good communication between the salons and CHT’s staff. Salons are visited frequently and programme development is discussed at a variety of meetings.
15. **Good processes are in place to monitor, record and action quality improvement within the salons.** Detailed step-by-step guides enable salons to plan very effectively for monitoring visits. Clear processes are in place to measure salons’ performance and evaluate all aspects of the training programme management.

**Leadership and management**

16. **CHT has a clear strategic direction,** based on a well-developed set of values and aims with a clear focus on the learner and the quality of training. The company’s development plan has clear objectives and is used to produce a very effective operational plan that staff recognise and understand. Clear strategies are in place to increase retention and achievement rates.

17. **Operational management at CHT is good.** The senior management team works as a coherent operational team and is responsive to the day-to-day requirements of the regional training advisers. Problems raised are dealt with effectively and without delay. A range of meetings take place at all levels of the training team where the focus is on developing and planning the training programmes.

18. Staff training at CHT is satisfactory, with a wide variety of opportunities for staff to continually develop their professional skills. The staff development plan is linked to the company’s overall strategic plan. Some of the salon-based assessors delivering key skills and background knowledge training are not receiving sufficient support to ensure that assessment criteria are consistently followed.

19. CHT has identified the need for a new management information system. Although capable of producing reports to support business decisions, **CHT’s management information system is insufficiently mature to provide detailed trend analysis.**

20. Learners are clear about their employment rights and responsibilities, and understand what constitutes harassment and bullying and who they would contact. Comprehensive policies are in place that cover all relevant discrimination and diversity legislation.

21. **Learners and assessors receive insufficient equality and diversity training** to enable them to develop a better understanding of the wider issues of equality of opportunity and diversity.

22. **CHT has good arrangements to implement quality improvement.** The company’s approach to quality improvement is systematic and understood well by staff. The self-assessment process includes all staff, who are clear about their roles, and the importance of the process in promoting continuous improvement.

23. Internal verification is satisfactory. The process is systematic, thorough and meets the awarding body’s standards. Feedback to assessors is clear, with standardisation meetings ensuring a consistent approach to assessment.
Leadership and management

Strengths
- good leadership in setting clear strategic direction
- good operational management
- very effective arrangements for continuous improvement

Weaknesses
- insufficiently developed management information system
- insufficient training for learners and salon trainers in equality and diversity

Retail and commercial enterprise

Hairdressing

Grade 2

Strengths
- good development of hairdressing skills
- very good practical hairdressing training
- good individual support
- good management of programmes
- good processes to monitor, record and action quality improvement in salons

Weaknesses
- slow progress of advanced apprentices
- insufficient training to help salon trainers deliver key skills and NVQ background knowledge
WHAT LEARNERS LIKE ABOUT CHEYNES HAIRDRESSING TRAINING:

- ‘the variety keeps me interested’
- working with assessors in salons - ‘it means that we have constant help and support’
- the progress wall chart - ‘it tells me what I’ve done and that I am closer to completing’
- being part of a salon team
- the assessors, who are easy to talk to
- the opportunity to work on clients
- the good skills learnt
- the help and support received

WHAT LEARNERS THINK CHEYNES HAIRDRESSING TRAINING COULD IMPROVE:

- the repetition in the set written work - there’s too much of it
- the amount of time given for level 3 training
- the time spent copying out of books
- the amount of key skills work - there’s too much
- the chance to speak with assessors