

# INSPECTION REPORT

## Keith Graham Academy

29 May 2001



ADULT LEARNING  
INSPECTORATE

## Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and in New Deal options. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## **Adult Learning Inspectorate**

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's *learnirect* provision
- adult and community learning
- training given by the Employment Service under the New Deals.

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.

## **Inadequate provision**

A provider's provision will normally be deemed to be less than adequate where

- one third or more of published grades for occupational/curriculum areas and New Deal options are judged less than satisfactory, or
- leadership and management are judged to be less than satisfactory

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. The overall judgement as to whether the provision is adequate or inadequate is included in the summary section of the inspection report.

## SUMMARY

### The provider

The Keith Graham Academy is a private training organisation based in Folkestone in Kent. It provides training in hairdressing and customer services. There are currently 117 hairdressing trainees and 10 customer service trainees.

### Overall judgement

Work-based learning in hairdressing and customer service is satisfactory, as are the leadership and management of the Keith Graham Academy. The quality of the provision is adequate to meet the reasonable needs of those receiving it.

### Work-based learning for young people

Trainees in hairdressing benefit from well-equipped training environments which aid their professional development. There are effective support arrangements for trainees in both occupational areas. Trainees make slow progress towards the achievement of qualifications and the introduction of key skills training has been slow. Most work placements are of a high standard. There is little work-based assessment for level 2 NVQs and slow completion of units within the NVQ training programmes.

### Leadership and management

The Keith Graham Academy is an energetic, supportive organisation which generates enthusiasm and strong commitment among its staff. Business planning is good. It covers all aspects of the organisation's work and is based on sound use of management information. Staff development and appraisal are clearly linked to the priorities of the organisation. There is effective promotion of equal opportunities within the organisation and among employers. There is no overall quality assurance framework. The organisation is not analysing and evaluating data successfully in order to make improvements in areas such as retention and achievement rates. The self-assessment report provides an accurate evaluation of the training.

## GRADES

<b>Retailing &amp; customer service</b>	<b>3</b>
Contributory grades:	
Work-based learning for young people	3

Hair & beauty	3
Contributory grades:	
Work-based learning for young people	3

Leadership and management	3
Contributory grades:	
Equality of opportunity	2
Quality assurance	4

### KEY STRENGTHS

- good promotion of equal opportunities
- extensive and continuous improvement to training programmes
- good training environments which promote high professional standards
- good business planning

### KEY WEAKNESSES

- poor achievement of targets on individual training plans
- little work-based assessment at level 2
- inadequate analysis and evaluation of data to improve retention and achievement rates
- no quality assurance framework

### OTHER IMPROVEMENTS NEEDED

- wider use of management information in target-setting and monitoring
- more specific agreements with employers
- more detailed session plans and schemes of work
- clearer formal feedback to trainees

## THE PROVIDER AND ITS CONTEXT

1. In 1995 the Keith Graham Hairdressing Company was granted a direct contract through the Kent Training and Enterprise Council (TEC) to provide modern apprenticeship training in hairdressing. In 1996, the first Keith Graham Academy (the Academy) was opened in Folkestone. At the same time foundation skills training for customer services was developed alongside training in hairdressing. In 1999, the second Academy was opened to provide hairdressing training for the Maidstone and Medway areas. The Academy achieved the Investors in People award in 1999. The Academy has 7 full-time and five part-time members of staff and currently provides training for 118 modern apprentices and for nine trainees on national vocational qualification (NVQ) training programmes. Training is currently funded through a direct contract with Kent Local Learning and Skills Council (LLSC). In April 2001, the rate of unemployment in Kent as a whole was 2.5 per cent, compared with the national average of 3.3 per cent. The county has some pockets of high unemployment. Minority ethnic groups make up less than 3 per cent of the population. In 2000, the proportion of school leavers in Kent achieving five or more general certificates of secondary education (GCSEs) at grade C and above was 51.3 per cent, compared with a national average of 49.2 per cent. Increasing numbers of young people across the county stay on at school after 16 and, as a result, fewer young people are starting government-funded training.

## THE INSPECTION

2. A team of five inspectors spent a total of 19 days at the Academy in May 2001. Inspectors interviewed 33 trainees and carried out nine observations of training sessions, five of which were graded. They conducted 28 interviews with the Academy's staff, visited 17 work placements and interviewed 16 employers. They examined a range of documents including 37 trainees' portfolios, 27 files of trainees' work, the Academy's plans, policies and procedures and promotional materials. Inspectors examined the Academy's most recent self-assessment report, which was produced in February 2001.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Hair & beauty	0	0	3	2	0	0	0	5
<b>Total</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>

## OCCUPATIONAL AREAS

### Retailing & customer service

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	10	3

3. The Academy provides training towards customer service NVQs at levels 2 and 3, as well as modern apprenticeships. There are currently two advanced modern apprentices, one foundation modern apprentice and seven trainees working towards the customer service NVQ, one at level 2 and six at level 3. In 1997-98, 159 new trainees started training with the Academy, but these numbers have declined steeply and the Academy has decided to discontinue this training programme once the current trainees have either completed or left the training programme. The trainees have been recruited from a wide variety of working environments including a motor dealer, a leisure club, retailing businesses and a travel agency, as well as hairdressing businesses. The employers give training in the workplace and this is supplemented by individual coaching in the workplace by the trainer/assessor from the Academy. Individual learning packs are provided for background knowledge. The information technology component of key skills training is provided at the Academy. All staff are appropriately qualified. One is designated as assessor for the training programme and has a customer service NVQ. One is the internal verifier and another a key skills assessor. Trainees receive an induction to training in their workplace and their basic skills are assessed. Employers sign a training contract and the Academy carries out a health and safety check on all the workplaces.

The table below shows the achievement and retention rates of trainees since 1998.

Work-based learning for young people								
Foundation modern apprenticeships (FMA)	1997-98		1998-99		1999-2000		2000-01	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
	Number that started					19		
Still in training					1	5		
FMA framework completed					3	16		
NVQ level 2 completed					5	26		



Work-based learning for young people								
Advanced modern apprenticeships (AMA)	1997-98		1998-99		1999-2000		2000-01	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
	Number that started	3		3		13		
Still in training	0	0	0	0	2	15		
AMA framework completed	0	0	3	100	6	46		
NVQ level 2 completed	1	33	0	0	0	0		
NVQ level 3 completed	1	33	3	100	7	54		

  

NVQ Training								
NVQ Training	1997-98		1998-99		1999-2000		2000-01	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
	Number that started	156		73		21		13
Still in training	0	0	0	0	0	0	7	54
Individual learning plan completed	116	74	51	70	18	86	6	46
Left without completing individual learning plan	40	26	19	26	3	14	0	0
NVQ level 1 completed	0	0	0	0	0	0	0	0
NVQ level 2 completed	0	0	41	56	16	76	1	8
NVQ level 3 completed	116	74	13	18	2	10	5	38
NVQ level 4 completed	0	0	0	0	0	0	0	0

## STRENGTHS

- frequent support visits for trainees
- good portfolios of evidence
- good range of learning resources

## WEAKNESSES

- insufficient assessment by observation in the workplace
- inadequate initial assessment

## OTHER IMPROVEMENTS NEEDED

- better monitoring of trainees' portfolios of evidence
- ensure confidentiality in practical work in portfolios

4. There is good support for trainees. The assessor visits them in their workplaces at

least twice a month. At these visits a review form is completed. This includes a section where each trainee can assess his or her own progress. The assessor and trainee produce a short-term action plan, identify opportunities for collecting evidence and plan assessments. These frequent visits help build good relationships between the trainee, the assessor, and the workplace supervisor. There is also a full progress review every 12 weeks, which meets the requirements of the Academy's contract with the LLSC. In addition, the trainee develops a good understanding of the training programme and of their own progress. All trainees are aware of the assessment and verification process. All assessment takes place in the workplace, but there are no work-based assessors.

5. Trainees' portfolios of evidence are good and are well organised. They contain information on the trainee, their progress reviews and action plans. There is a variety of evidence including trainees' personal reports, good evidence of practical work, witness testimonies, and assessors' observations, which are clearly referenced to the NVQ standards. The trainee helps to identify and cross-reference the evidence, which helps them to understand their qualification. Where key skills have been assessed, there is good evidence and assessment. Independent learning packs, which provide background knowledge for NVQs at levels 2 and 3, are provided for trainees. Subjects covered in these packs include dealing with customers' complaints and planning work activities. At level 2, there is a resource pack to help trainees respond to questions from the assessor.

6. Although the assessor visits the workplace frequently, few observations are made of evidence from trainees' day-to-day work. Some trainees have been observed only once after six months of training. Another trainee has been observed five times in 18 months, but has made no recorded progress on four elements of the NVQ, including 'working relationships with colleagues'. The internal verifier has identified this as a weakness and has requested more observations from the assessor. There is a structured approach to evidence collection for the unit concerned with improving customer service, but trainees' prior learning and achievement have not been included as evidence. For example, one trainee, employed as a supervisor, had made some significant improvements to customer service within his work placement but these had not been identified by the assessor.

7. Initial assessment does not adequately match the trainee's job to the NVQ standards. It does not identify if all competences can be achieved at the appropriate level, or if there is a need to adjust training and work experience to ensure the necessary standards can be achieved. Some trainees are following qualifications which will be difficult for them to achieve due to the nature of their job. The self-assessment report identified the difficulties of matching jobs to meet the NVQ and key skills criteria and that this had resulted in some trainees leaving early and failing to achieve their qualifications.

8. The evidence of practical work in the trainees' portfolios is generally good but there has been no attempt to make sure that customers' personal details are not included. The Academy has recently started to quality assure trainee files, but there are still some gaps and discrepancies. Where the target dates for achieving units of the NVQs have passed there are no records of reviews or updates. Some individual training plans do not

contain information on trainees' prior achievements. Although the 12-weekly reviews have been carried out regularly since February 2001, there are gaps in the previous year. Training activities, including those provided by employers, are poorly recorded. Trainees' attendance at employers' training courses has not been used as evidence.

9. Achievement rates across the training programme have varied. 35 modern apprentices started training over the past three years. Twelve completed the full framework, three are still in training and 20 have left without achieving the full framework, although 15 gained NVQs. Achievement rates of NVQs have been significantly better, with an overall achievement rate of 75 per cent over the past four years. Fifty-eight trainees completed their NVQ at level 2 and 136 at level 3. The Academy has had difficulty in getting employers to agree to trainees attending off-the-job training for key skills and in the identification of appropriate workplace evidence to meet key skills requirements.

**Hair & beauty****Grade 3**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	117	3

10. The Academy provides modern apprenticeship training in hairdressing, leading to NVQs at levels 2 and 3. Apprentices can join the training programme at any time throughout the year. The training programme is planned to enable them to complete the framework in three years. Seventy-three of the current trainees are advanced modern apprentices, working towards NVQs at level 3. All trainees are in full-time employment and most have been recruited by employers. There are 56 work placements which are located throughout the county of Kent. These range from small one-person businesses to large multi-site high street salons. Most apprentices have an interview, with their parents present, before starting the training programme.

11. The Academy operates from two sites, one in Folkestone and one in Maidstone. Trainees who are working towards NVQs at level 2 attend one of the training centres for eight hours each week. The training programme includes theory training and practical assessment. Key skills training has recently started. Trainees working towards NVQs at level 3 are visited in the workplace by the Academy's assessor, where they receive individual training, guidance and assessment. All the Academy's training staff have, or are working towards, appropriate training and assessment qualifications. Two members of staff are qualified internal verifiers and one holds the key skills practitioners' award.

The table below shows the achievement and retention rates of trainees since 1998.

Work-based learning for young people								
Foundation modern apprenticeships (FMA)								
	1997-98		1998-99		1999-2000		2000-01	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Number that started			2		1		48	
Still in training			1	50	0	0	41	85
FMA framework completed			0	0	0	0	0	0
NVQ level 2 completed			1	50	0	0	1	2

Work-based learning for young people								
Advanced modern apprenticeships (AMA)	1997-98		1998-99		1999-2000		2000-01	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
	Number that started	77		51		69		33
Still in training	1	1	16	31	35	51	21	64
AMA framework completed	19	25	8	16	2	3	0	0
NVQ level 2 completed	34	44	34	67	24	35	1	3
NVQ level 3 completed	14	18	11	22	1	1	0	0

  

NVQ Training								
NVQ Training	1997-98		1998-99		1999-2000		2000-01	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
	Number that started					1		1
Still in training					1	100	1	100

## STRENGTHS

- good ratio of trainers to trainees
- well-equipped training facilities
- good range of models for off-the-job training at level 2
- comprehensive support for trainees

## WEAKNESSES

- little work-based assessment at level 2
- slow introduction of key skills training
- poor achievement of the targets on individual training plans

## OTHER IMPROVEMENTS NEEDED

- clearer written feedback to trainees
- better access to portfolios at work for trainees
- more detailed session plans and schemes of work

12. The ratio of trainees to trainers in the Academy's training salon is good. The maximum number of trainees in a group is eight. Trainees receive good individual attention during their training and assessment sessions. Their work is reviewed each week by their allocated assessor and recorded onto their weekly review sheet. This helps trainees to monitor the work they have covered during the training and assessment

session. It also shows their progression through the practical training and enables forward planning by the trainee and assessor for future assessments. Trainees are able to attend off-the-job training at times appropriate to them. Employers who have more than one trainee are able to release trainees from the salon to attend the Academy on different days.

13. Training facilities are well equipped with modern equipment, smart décor and a good range of hairdressing products. Trainees can use a wide range of hairdressing equipment during their practical sessions. This ensures that trainees are able to carry out any practical activity given to them. Workshops, led by manufacturers of hairdressing products, are used as an additional training resource. Most trainees work in salons which promote high standards of professionalism and technical skill. Some of these salons offer regular training sessions where trainees are able to work on models while being supervised by experienced staff. Trainees also attend courses run by leading manufacturers. This wide range of resources motivates the trainees and helps them develop their confidence in the skills they are learning throughout the training programme.

14. Trainees who are working towards NVQs at level 2 are able to work on a variety of clients at the Academy's training centres. During most practical sessions each trainee has the chance to work on a client, rather than tuition heads. The range of clients gives trainees the opportunity to experience all of the technical activities within the NVQ and carry out practise or assessment activities on a continuous basis. The self-assessment report noted these strengths.

15. Trainees receive comprehensive support throughout their training programme. One-to-one tuition is given to trainees who are following level 3 training programmes. They are visited at least once a month for guidance, theory work and portfolio-building. The level 2 trainees have individual support in their practical sessions at the training centres. A quarterly review procedure has been recently introduced, which has enhanced and developed the relationship between trainees, employers and the Academy.

16. There is little work-based assessment at level 2. Most practical assessment is carried out at the Academy. This limits the use of direct assessment of practical skills using evidence from trainees' day-to-day work and contributes to the slow progress some trainees make towards completing elements or units of their NVQ. There is little promotion of work-based assessments to employers and trainees. Some employers have assessors' qualifications but are not encouraged by the Academy to carry out any assessments in the workplace.

17. Key skills training has been slow to be introduced. Most trainees are aware that they have to cover key skills although they have little understanding of their content. They have gathered little or no evidence even though they have been on their training programmes for some time. This has contributed to the low number of trainees who have achieved all the targets on their individual training plans. One hundred and fifty-three advanced modern apprentices, started training over the past three years. Only 10

have completed the whole framework, although 52 trainees did achieve an NVQ at level 2. Twenty-one trainees are still in training. Fifty-seven trainees left without any qualifications over the past three years. Of the 51 foundation modern apprentices, 44 are still in training. Most of these trainees started in 2000 and none have achieved the full framework so far. Current data shows an improvement in retention rates. Weaknesses in on-the-job assessment and the late introduction of key skills training were not fully recognised in the self-assessment report. Key skills workshops have recently been planned to take place throughout the year. Both training centres now have computer facilities which trainees can use at any time.

#### Good Practice

*A system of coloured dots is used to identify the level of trainees' competence. For example, a trainee with a blue dot is competent in all areas except using foils for colouring. When clients visit the salon, trainees can be allocated efficiently according to their expertise and trainees can easily see what skills trainees have and those they still need to develop.*

## LEADERSHIP AND MANAGEMENT

Grade 3

18. The Academy is managed by a training manager who reports to the company director. There are nine staff at the Academy's training centre in Folkestone, including an administrator and the health and safety officer who are responsible for both training centres. A project manager is responsible for business planning, self-assessment, equal opportunities, Investors in People and the development and action plans. There are three staff at the Academy's training centre in Maidstone. Monthly staff meetings for all staff are held alternately between the two sites. Management meetings are held on a monthly to quarterly basis according to business priorities and involve one of the directors, the project manager and the training manager. Assessment and internal verification policies and procedures are held at both training centres. The training manager and the project manager monitor the work of assessors and trainers through internal verification and observation of training. The administrator carries out a monthly check of trainees' files. Self-assessment has developed considerably over the past three years. The project manager wrote the current report in February 2001, with consultation from all members of staff. The resulting development plan has been monitored by managers and updated with new actions.

### STRENGTHS

- good business planning
- good staff development and appraisal process
- good promotion of equal opportunities
- extensive and continuous improvement to training programmes
- established, effective self-assessment process

### WEAKNESSES

- no quality assurance framework
- no analysis and evaluation of feedback from trainees and employers

### OTHER IMPROVEMENTS NEEDED

- wider use of management information in target-setting and monitoring
- better monitoring of health and safety issues
- more systematic action-planning from internal audits
- more specific agreements with employers

19. The business plan gives a clear and concise picture of the past, current and future objectives of the company. As a working document, it is reviewed at management meetings. The business plan is well developed and if objectives are not met in one year, they are carried forward into the next. Strategic decisions and the rationale behind business development and change are appropriately based on management



information. All staff have a good awareness of the company's objectives and are involved in the development and update of the business plan through staff meetings. There are clear links between staff appraisals and the business plan. Business plan priorities, including those around key skills developments, are transferred into the annual staff appraisals. Staff identify their own targets which are discussed, set and reviewed during appraisal. Staff development is good. This was identified as a strength in the self-assessment report. They can become qualified as assessors, internal verifiers and key skills practitioners and have training in health and safety and using computers. All staff development activities are evaluated. New members of staff, who have not yet had appraisals, are set short-term targets for training. Staff develop confidence and awareness of the company through these targets, which include the shadowing of experienced staff and those in different job roles, alongside personal development and qualifications.

20. The management information system is incomplete. The system is being developed as the need for information arises through meetings, self-assessment and business planning. There is potential for using this information further when monitoring individual staff. A qualified health and safety assessor completes a thorough health and safety checklist before a work placement is used, but if action points are identified these are not followed up in a systematic way and are not always recorded in the employer's file.

**Equality of opportunity**

**Contributory grade 2**

21. The Academy has a clear equal opportunities policy. Overall responsibility for equal opportunities lies with the project manager. Staff are expected to promote good practice in their work and the Academy clearly identifies that equal opportunities is an integral part of good training. The policy does not include an operational plan.

22. A range of effective practices have been developed to promote equal opportunities. The management team have attended equal opportunities training programmes and are passing on what they have learned across the company. A video training programme, accompanied by a series of exercises, has been used successfully with both trainers and trainees. Equal opportunities monitoring has been incorporated into the 12-weekly review of trainees, during which trainees are encouraged to discuss their understanding of the issues. Equal opportunities is an important element of the induction of both staff and trainees. All trainees are issued with a copy of the policy which is kept in their portfolio of evidence.

23. Employers are issued with a copy of the policy and reference to it is included within the employers' training contract. The company has recently written to employers reinforcing its commitment to developing equal opportunities. An employers' equal opportunities information pack, which includes examples of good and poor practice, has also been sent out. The Academy has offered to support employers to develop their own equal opportunities policy and two employers have recently taken up this offer. In addition, the Academy's newsletter to employers recently included a section on equal opportunities.

24. Targets have been developed to help in the recruitment of groups under-presented in training. The Academy has used data from across the wide area it serves and developed targeted advertising and promotion of the training to the careers service and schools. There has been a significant rise in the recruitment of men, from 6 per cent in 1998-99 to 21 per cent in 2000-01. Health and disability checks have been introduced into the trainees' induction and additional support forms have been introduced to record and develop more effective support arrangements. The Academy has introduced some dyslexia awareness training for its staff. There is no access for trainees with disabilities at either of the Academy's training centres.

25. The Academy collects data on trainees' age, gender, ethnicity and individual learning needs, but does not formally monitor and analyse this information to evaluate the extent to which equal opportunities is implemented, both within the Academy and in workplaces. As a result, few strategies have been developed to help the Academy make improvements in the training and in its retention and achievement rates for particular groups.

**Quality assurance****Contributory grade 4**

26. The Academy works hard to continuously improve its training, and is enthusiastically supported in this by all its staff. This was recognised as a strength in the self-assessment report. Staff recommendations have resulted in improvements to the progress review process, resources and the management information system. The results of a survey of trainees carried out on behalf of the TEC in summer 2000 identified the need to update employers more regularly on the progress of trainees. This led to the introduction of quarterly reports on trainees' performance. There is sharing of good practice across the different branches of the organisation, including holding competitions for the trainees, which developed from the hairdressing salon business and supplier demonstrations through to the wholesaling company. The self-assessment process has been effectively used to develop the initial assessment process, as staff have discussed why the previous changes in the initial assessment process had not worked. The self-assessment report was mainly accurate in identifying strengths and weaknesses. Staff are fully involved in both the self-assessment process and reviewing the development plan. The findings of the TEC survey have been used to develop the judgements within the self-assessment report. The self-assessment report gives an accurate picture of the Academy and its training.

27. Trainees' files, including the progress review paperwork, are monitored through monthly internal audits. While this results in short-term remedial action, the feedback tends to be informal and does not lead to long-term development or changes in systems or processes.

28. The Academy has some quality assurance arrangements, such as internal verification, observations of training and internal audits, but there is no overall quality assurance framework or policy which pulls together these initiatives. Weaknesses such as those in key skills training and workplace assessment are not being appropriately recognised or rectified through the current quality assurance arrangements. No one has overall responsibility for managing the process. Continuous improvement is not systematic. Quality assurance is seen as a mechanism for ensuring that all staff use the same procedures rather than as a process for improving the trainees' experiences and achievement rates. While there are systems to assure the quality of the training at the Academy training centres, the systems are less thorough in the work placements. The quality assurance of the on-the-job training, and of the support trainees receive before and during the work placement, is not systematic or recorded. Some cases, trainees are not experiencing the range work they need to achieve their qualification. A new questionnaire has been recently issued to trainees and employers. The results of the questionnaire have not yet been analysed or evaluated. Some trainees are dissatisfied with aspects of their training programme, including the support they receive from employers and assessors. The Academy has not yet responded to this feedback. It is not clear how the questionnaire can lead to long-term improvement, as it is anonymous and does not ask for comments or suggestions. The Academy recognised this as a weakness in the self-assessment report. Although training sessions are evaluated, this is done in an informal manner, and focuses on giving positive feedback to the trainer, rather than highlighting areas which could be improved.

29. Employers sign a training contract which is vague and insufficiently detailed about their responsibilities towards the trainee. There is little checking that employers are meeting the requirements of this contract.

**Good Practice**

*A member of staff who managed one of the Keith Graham hairdressing salons wanted to change job roles. The director encouraged her to shadow various staff members, including those in the wholesaling business, and to take additional qualifications including a health and safety certificate. This member of staff is now employed in a new role and has a wide understanding of the company.*