

Identifying good practice: a survey of college provision in hairdressing and beauty therapy

This report presents the findings from a survey of college provision in hairdressing and beauty therapy and identifies the factors that enable students to produce high-quality work and make good progress. Inspectors visited 12 colleges where provision had been judged to be good or outstanding at their most recent inspection. Examples of good practice are given and recommendations are made for further improvement across the sector.

Age group: 16+

Published: March 2009

Reference no: 070247

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects registered childcare and children's social care, including adoption and fostering agencies, residential schools, family centres and homes for children. It also inspects all state-maintained schools, non-association independent schools, pupil referral units, further education, initial teacher education, and publicly funded adult skills and employment-based training, the Children and Family Court Advisory Support Service (Cafcass), and the overall level of services for children in local authority areas.

If you would like a copy of this report in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Alexandra House
33 Kingsway
London WC2B 6SE

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 070247
© Crown copyright 2009



Contents

Executive summary	4
Key findings	5
Recommendations	6
Contributory factors to good-quality provision in hairdressing and beauty therapy	6
Achievement and standards	6
Teaching and learning	7
Monitoring and assessment of learners' progress	10
Responsiveness to the needs of learners and employers	11
Guidance and support for learners	12
Learners' views	14
Leadership and management	14
Quality improvement	14
Resources	15
Equality of opportunity	16
Notes	17
Useful websites	17
Annex A	18
Colleges participating in the survey	18

Executive summary

At the colleges visited for the survey, most success rates were high and improving. Learners' hairdressing and beauty therapy professional skills were outstanding; they were well motivated, worked hard, had high levels of attendance and were punctual. Learners had a successful record of taking part in competitions and were encouraged to use these events to develop their creative skills. Colleges had a strong tradition of celebrating learners' successful completion of their course of study.

Teachers used a wide range of teaching and learning methods to develop learners' hairdressing and beauty therapy skills. They managed college salons particularly well, combining good-quality learning with commercial authenticity. Teachers were successful in developing a constructively self-critical culture in learners which improved their ability to analyse their performance and advance their skills development.

In the salons, teachers made sure that as well as developing good technical skills, learners developed high levels of expertise in client care and salon management. Most teachers were particularly successful at developing learners' theoretical knowledge to underpin practical skills. Generally, teachers linked key skills to hairdressing and beauty therapy effectively but occasionally they did not develop learners' key skills beyond level 1.

The colleges' responsiveness to learners' and employers' requirements was good to outstanding. A wide range of courses, including specialist provision, was available to develop learners' careers and provide the skilled staff needed by employers. Employers supported colleges effectively by providing learners with a high standard of work placements and, at the best colleges, they gave talks and demonstrations on the latest commercial techniques. Teachers regularly took learners to trade exhibitions and competitions.

Learners received good guidance and support. At recruitment events, comprehensive advice and guidance helped potential learners to select the most appropriate course for their needs. They received thorough initial assessment and high standards of support for additional learning needs.

Managers were particularly effective at managing teaching and training, and guidance and support to ensure that success rates, standards of learning and learners' vocational skills were at a high level. Staff development focused on improving teaching and learning and the vocational skills of teachers. Self-assessment was rigorous but did not always take account of the views of employers.

Managers ensured that learners worked in high-standard accommodation with modern equipment and ready access to information and learning technologies. In a few colleges the number and range of clients attending salons was insufficient to develop learners' vocational skills.

Teachers promoted equality of opportunities effectively in lessons and tutorials. Most learners' understanding of equality of opportunity was good. Colleges in areas with high numbers of learners from minority ethnic groups provided programmes of learning that met the needs of these groups. However, strategies to recruit more male learners to hairdressing and beauty therapy courses had not been successful.

Key findings

In the hairdressing and beauty therapy provision surveyed, the following factors contributed to raising standards for learners.

- Teachers maintained a clear and particularly effective focus on monitoring learners' progress and performance, which ensured high success rates on most courses.
- Teachers made good use of colleges' hairdressing and beauty therapy salons to develop learners' practical and professional skills to a high level. Learners demonstrated a high standard of client care skills and a good understanding of the commercial requirements of employers.
- Teachers were adept at instilling a constructively self-critical culture in learners, which improved their performance and enhanced their hairdressing and beauty therapy skills.
- The timely provision of good additional support for learners helped them complete their studies successfully.
- Tuition in literacy and numeracy was a particularly effective and integral aspect of hairdressing and beauty therapy teaching and learning, which helped to improve learners' professional skills.
- A broad range of enrichment activities widened learners' awareness of the industry and helped to raise their career aspirations.
- Learners' success was recognised effectively through well-established celebration events, photographs and displays.
- The provision of good to outstanding specialist accommodation and resources ensured that learners gained experience of current working practices.
- Curriculum managers provided a clear and very effective focus on raising standards for learners and meeting the needs of employers for a skilled workforce. However, recruitment strategies to increase the low proportion of male learners were not effective.

Recommendations

To improve further the quality of provision, the Learning and Skills Improvement Service (LSIS) should:

- provide support and staff development to share the good practice that exists in hairdressing and beauty therapy provision.

Colleges should:

- work with local authorities, schools and employers to recruit more men onto hairdressing and beauty therapy courses
- ensure the provision of clients in salons throughout the working week is sufficient in number and variety so that all learners can make good progress
- ensure employers are routinely consulted on their education and training requirements for their businesses.

Contributory factors to good-quality provision in hairdressing and beauty therapy

Achievement and standards

1. Colleges visited for the survey had either well-established success rates that were well above the national average or rates that had increased markedly between 2004/05 and 2006/07. Success rates in two of the most commonly found national vocational qualifications (NVQs), in hairdressing and beauty therapy at level 2 and in hairdressing at level 3, had increased at a substantially faster rate than the national rate of increase. Framework success rates for apprentices and advanced apprentices in seven of the eight colleges that offered them had increased to or had been maintained at a level well above the national average.
2. The standard of learners' work was high; often, very high. Learners' hairdressing and beauty therapy professional skills were good in seven of the colleges visited and outstanding in five. Practical skills for hairdressing, including cutting, colouring and highlighting, dressing long hair, blow-drying and finishing were particularly good. In beauty therapy, learners' application of different treatments was of a high standard. Learners' expertise in manicures, pedicures, nail art, cosmetic application, eyebrow shaping, and cleansing, massaging and toning the skin was of a good commercial standard. Learners' levels of creativity in the design of hairstyles and make-up were high. They paid careful attention to health and safety. Their care of clients was outstanding: they were welcoming and their communication skills were good. They were particularly effective at providing services to clients promptly in college salons.

Most learners worked well with colleagues. Learners made better progress than that predicted on the basis of their prior levels of attainment.

3. Learners were well motivated, with a good understanding of the commercial requirements of employers, and were very enthusiastic about working in the hairdressing and beauty therapy sectors. While at college, most were attentive and worked hard. Attendance overall was high and learners arrived punctually at lessons. They took particular care of their own appearance, including the use of the latest trends and fashions in hairstyles and make-up, to provide an image of professionalism to clients and colleagues.
4. Written work and portfolios were generally good, with especially good use of photographs. Projects were researched thoroughly. Learners made good use of information and communication technology in word-processing text and designing artwork for portfolios. They had a thorough understanding of theory and its relationship to practical work. Occasionally the organisation of portfolios was difficult to follow.
5. A strong characteristic of the hairdressing sector is competition work. Colleges had successful records of learners regularly taking part in local, regional and national competitions. They gave learners the opportunity to extend their vocational skills in a challenging environment, which replicated the best found in the sector.
6. The better colleges visited had a well-established tradition of celebrating learners' success. Each year staff and learners arranged events attended by leading figures from the hairdressing and beauty therapy sectors, who presented prizes. Local employers and product companies often sponsored prizes. In the colleges' hairdressing and beauty therapy areas, the success of learners was displayed prominently, and included photographs of learners taking part in competitions and receiving prizes.

Teaching and learning

7. Teachers paid careful attention to planning learning and they used a wide range of methods to take account of learners' individual learning needs. Teachers provided further assistance to those who took time to achieve a skill, through additional, short demonstrations of particular techniques; they gave presentations to the more confident learners on more complex treatments in order to develop and extend their expertise. Teachers were good at keeping up to date with current professional practice. Their own vocational skills were of a very high standard. They explained and demonstrated skills and techniques, and managed lessons extremely well.
8. A particular strength was the emphasis by teachers on developing learners' hairdressing and beauty therapy and personal skills to a high level. Teachers ensured that learning activities featured the best practice from the commercial

sector. Teachers and learners used hairdressing blocks and beauty therapy dummies particularly effectively for demonstrations and developing particular skills but not as substitutes for clients. Colleges regularly provided learners with additional lessons to keep them up to date with changes in styles. Often these lessons featured demonstrations by leading practitioners, and were supported by the product industry.

Developing the creative talents of learners

One college developed the creative talents of learners in a number of ways. Each year the college ran a competition that covered a wide range of hairdressing and beauty therapy themes and categories, including body art and painting. With guidance from teachers, learners prepared and produced their own designs for hairstyles and make-up for the competitions. The originality and quality of learners' work was very good. High numbers of employers and learners' family members attended the event. The college photographed learners' work at the competitions to celebrate their success and as a recruitment tool. Learners regularly took part in regional, national and international competitions. All second-year hairdressing learners planned and undertook a professional photo shoot of their work, using a specialist external agency, to develop their understanding of the importance of marketing. Regular evenings for friends and family involved learners designing and producing projects on particular themes. For example, the Eighties was chosen on one occasion. Learners used models to replicate the look of the period, including hair, make-up and clothing. Learners had a weekly practical revision session in which teachers provided individual coaching on creative work and retraining on any aspect of skills, depending upon individual requirements.

9. Colleges' hairdressing and beauty therapy salons were at the heart of developing learners' skills. Teachers managed the salons particularly well, combining a high standard of learning with an environment of professional and commercial authenticity. Teachers ensured that treatments for clients had commercial timings and learners used current trade practice. The best colleges made sure salons had a range of clients, particularly for full-time learners, through setting salon opening times that met clients' needs, regular promotion events, including mailshots, and contacting clients about the latest treatments available at the college salons. In the salons, as well as focusing on the development of good technical skills, teachers developed learners' expertise in client care and salon management. Learners took on the roles of salon receptionists and managers to develop these skills and to develop further the skill of working with others. At certain times of the week at most colleges, client numbers were low and of insufficient variety. This delayed learners developing their vocational skills.

Commercial realism

At one large college managers identified that learners at one site, where the salon was run as a commercial enterprise, progressed faster and were better at securing sustained employment. The college quickly responded by appointing a commercial manager with current industrial and managerial experience to run all the college's salons as commercial enterprises. The number of clients using the salons and their satisfaction with the standard of the learners' skills increased substantially. These arrangements provided learners with an excellent opportunity to gain valuable work experience and to develop vocational skills, while experiencing the pressures of a commercially run salon. Learners' progress and their confidence in working with clients and others improved markedly. At weekends, the salons paid learners for their work. Employers valued the strong focus on commercial training and were keen to take full-time learners from the college on work experience and as employees at the end of their course. This focus on commercial realism had given employers more confidence that the college was meeting their requirements for skilled workers.

In another example, a college established a large commercial operation in a bustling and vibrant part of east London. The facility had a large commercial salon at street level, a training salon, a theory room, a laundry, staff areas, a dispensary and modern, high-standard equipment. The salon was open throughout the year during the day and evening. A permanent staff of a manager and several stylists ran the operation. The stylists were former college-sponsored apprentices. The development of the occupational skills of learners following programmes at level 2 and level 3 and the assessment of their work took place in the commercial salon. In addition, the college employed eight apprentices at the salon.

10. Theory lessons were stimulating. Teachers made good use of discussion and information learning technology to motivate and interest learners. In most lessons, teachers were successful at ensuring that learners understood the relevance of theoretical knowledge for the development of high-level vocational skills. These included such aspects as hygiene, health and safety and human physiology, and in particular the importance of how different techniques and treatments affect the hair and different parts of the human body. Teachers regularly drew on examples from current trade practice to emphasise a learning point and most made good use of questions to check learners' understanding.

Information and learning technologies

Staff at one college made good use of a hairdressing and beauty therapy intranet. The range of learning activities and information available on the intranet was particularly wide. Activities took account of the different stages learners had reached on their course. In lessons, teachers used interactive learning activities from the intranet to make learning more lively and interesting. The intranet linked learning materials to specific lessons and topics. It provided access to minutes of meetings, tutorial information, data on learners' progress and performance, a table of events and key staff development activities. Learners could access learning activities and information on their own performance from the intranet.

11. Teachers at 11 colleges visited for the survey linked key skills effectively to hairdressing and beauty therapy topics. For example, topics such as the ratios of different product combinations for hair colouring, and the calculation of clients' bills were linked to numeracy; and the preparation of posters and web pages advertising college salons were linked to information and communication technology and communications. A few teachers were good at developing learners' wider key skills. At one college teachers did not develop learners' key skills beyond level 1, and at another, key skills in numeracy were not available.

Monitoring and assessment of learners' progress

12. Monitoring and assessment of learners' work was thorough and seen as good at 10 of the colleges visited for the survey. However, in one of the colleges visited, the analysis of data was insufficiently rigorous, and did not identify the underperformance of a minority of the Black African and Black Caribbean learners. In the better colleges teachers monitored learners' progress closely. They were adept at developing a constructively self-critical culture which assisted learners to analyse the standard of their own hairdressing and beauty therapy skills. Teachers and learners used the outcomes from this analysis well in drawing up action plans that set targets for how learners could improve existing skills and develop new ones.
13. Assessment of learners' work was found to be good at 10 of the colleges visited. Teachers provided clear instructions to learners for assessments and assignments and made them clearly aware of schedules. After assessment, teachers provided learners with good-quality feedback on what had gone well and the areas for improvement. Internal verification arrangements were effective in ensuring that assessment was fair and that learners' performance was closely monitored.

Responsiveness to the needs of learners and employers

14. At 11 colleges, learners were able to progress from level 1 to level 3 in both hairdressing and beauty therapy. Teachers managed the transition between levels and courses well and the level 3 courses allowed learners to attain the higher levels of skills needed by the leading salons. Provision was available during the day and evening and, in a few cases, at the weekend. Learners could study on full-time and part-time courses at college, in the workplace on Train to Gain, apprenticeships or advanced apprenticeship programmes, and at venues in the local community. The range of specialist courses available to learners was particularly good. These covered specialist hair and beauty treatments, including spa therapies and nail art and technology, and alternative therapies such as Indian head and Swedish massage.

Breadth of courses

At one college an outstanding range of courses was found. They were available from entry level to level 3 in both hairdressing and beauty therapy. For example, in beauty therapy, learners could choose from a number of NVQ routes, including nail art and technology, holistic therapies, beauty and massage, make-up and spa treatments. Hairdressing courses included African Caribbean haircutting and styling, and barbering. A range of part-time courses was offered in both hairdressing and beauty therapy. The college offered three foundation degrees, in complementary therapy, specialised make-up and beauty, and spa management. These provided good progression routes to a degree course at a local university.

15. Six of the colleges visited had good links with employers. They provided for the colleges work placements of a high standard in busy spas and salons, where learners were able to develop their vocational skills further. Four of the colleges had strong employer advisory groups that provided effective guidance on the range of provision and subjects to meet the needs of local businesses. Employers visited colleges to give talks to learners and demonstrate the latest styles required by clients. Product companies were good at giving demonstrations of the latest treatments and techniques to keep both teachers and learners up to date. Teachers supported these activities by taking learners regularly to visit hairdressing and beauty therapy exhibitions and competitions. A few teachers did not arrange work experience for learners and not all managers collected the views of employers on standards of learning and the range of provision.

Enrichment for beauty therapy learners

One college was particularly strong at providing learners with a broader understanding of the range of treatments available beyond the beauty treatments normally available at salons. The college arranged for learners

to observe practitioners using micro-pigmentation and semi-permanent make-up techniques and to help patients after surgery. Learners regularly helped in programmes for women cancer patients that aimed to boost morale and increase confidence by teaching patients how to look after their skin and apply make-up in a professional way.

Work-based learning

One college had a strong work-based learning provision in hairdressing with consistently high framework success rates. It achieved this by having a particularly clear and effective focus on work-based learning as a route to securing sustainable employment for learners and improving vocational skills in the hairdressing sector. The college worked hard over several years to build very good links with local employers. Experienced work-based learning coordinators worked with employers to identify their training needs and support learners in the workplace. Communication between employers, the coordinators, teachers and college support staff was particularly good. Coordinators, employers and teachers were clearly aware of the performance of each learner and took effective action to maintain their progress and their achievement of the framework. College staff monitored closely the quality of training that employers provided in the workplace. Internal verifiers oversaw assessment effectively to ensure that it took place regularly and was accurate. College staff provided prompt support to employers and learners when problems arose, both personal and in the workplace, particularly if they were likely to interrupt a learner's training. College staff collected employers' views regularly and responded well to suggestions for improvements in meeting training needs.

16. Two of the colleges visited had well developed and well managed programmes with local schools. These provided pupils in years 10 and 11, who were often at risk of leaving learning early, with good opportunities to attend college, work in salons and attain Young Apprenticeship awards. Pupils developed good hairdressing and beauty therapy skills and, in addition, developed a good work ethic and improved their self-esteem, communication skills and ability to work with others. The standard of behaviour was good and pupils were motivated and enthusiastic about their work. Many of these pupils moved on to college or work-based learning programmes. Pupils had the opportunity to enter nationally recognised competitions.

Guidance and support for learners

17. Learners received guidance and support which was good at seven and outstanding at three of the colleges visited for the survey. Recruitment staff paid particular attention to providing thorough advice and guidance that explained the characteristics of a course accurately; this helped learners to

select the programme most appropriately matched to their current level of attainment and career goals. The range of taster activities was good. Potential learners at these events could experience a wide range of different hairdressing and beauty therapy activities. At one college, these activities were available on Saturday mornings. Colleges promptly identified to learners sources of financial support, if needed, to cover or contribute to the cost of uniform and equipment. Induction introduced learners to their course effectively and, as a result, few moved to other courses. Staff provided good careers advice and guidance, including information on courses at the next level and the branch of hairdressing and beauty therapy most suitable for each learner's particular mix of skills and aspirations.

Recruitment

Managers introduced new admission arrangements at one college where the hairdressing and beauty therapy provision had moved to new, high-standard accommodation. The selection of learners for a course was not just based on qualifications gained at school but also took account of the extent to which they could demonstrate an informed understanding of and interest in hairdressing and beauty therapy, together with an indication of their longer-term career goals in the respective sectors. The college provided additional support for those learners whose levels of attainment at school were low but who were strongly motivated. In addition to assessing potential learners' knowledge and commitment to the sectors, interviews focused on the requirement for high standards of dress, appearance, behaviour, punctuality and attendance expected by the college and employers. As a result, learners with high levels of motivation were recruited, and improvements were seen in learner retention and achievement of qualifications.

18. Support for learners with additional learning needs was good. All learners received thorough initial assessment to check for additional learning needs, including literacy, numeracy and language. Initial assessment often took place at pre-enrolment events. Support was put in place promptly and was available in lessons, groups and individual sessions, depending on the learner's requirements and preference. Links between support workers and hairdressing and beauty therapy teachers were good and helped ensure that learners received good quality and pertinent support in lessons. Where groups had traditionally high numbers of learners with additional learning needs, colleges provided support from the start of their course. The take-up of support was very high and the success rates of learners receiving support for additional learning needs were similar to all learners. In the better colleges, managers regularly monitored the effect of additional learning support. At one college, teachers provided additional lessons for those who had fallen behind with their studies due to legitimate absence, so that they could finish their course by the planned end date.

Learners' views

19. At the colleges visited for the survey, inspectors asked learners for their views on the provision. Most considered the standard of provision high. They appreciated the opportunity to develop high-level vocational skills in an enjoyable atmosphere, particularly the practical work in college salons. Learners encountered well-organised and good teaching and learning, provided by friendly teachers. They thought the training provided by product manufacturers was interesting. Learners considered that the colleges provided a good range of additional courses to develop skills further. They enjoyed visits to employers and exhibitions, and took part in competitions and work placements. Their views on support and guidance were particularly positive. Learners found the standard of resources very high. They enjoyed meeting clients in college salons and in workplaces. Most believed they developed a sense of worth while at college. Areas for improvement for a small number of learners were the communal areas and the changing, locker and toilet facilities.

Leadership and management

20. Curriculum managers, supported by staff, provided a clear strategic lead for the provision they managed. Most managers understood the needs of employers well. They monitored closely learners' achievements, the quality of provision and the performance of staff. Managers regularly held meetings with staff on success rates, teaching and learning, and guidance and support and took prompt action to resolve issues. Managers were not always successful at ensuring a sufficient range and number of clients in colleges' salons to assist in developing learners' vocational skills.

Quality improvement

21. At the colleges visited for the survey, arrangements to improve the quality of provision for learners were particularly effective. Most arrangements were thorough and included written procedures and policies that set out the standards for staff and learners. Observations of teaching and learning were comprehensive. Feedback to teachers on their performance was prompt and of a high standard. When appropriate, managers provided training for teachers needing support. Effective arrangements were in place to ensure the accuracy of observation, and included paired observations and the use of external observers. Outcomes from observation contributed significantly to staff development programmes. Staff development focused on ensuring that teachers maintained and improved skills for teaching and learning, and vocational expertise. The use of data about learners' achievement was an integral part of quality improvement arrangements and data were used particularly effectively to monitor success rates, the performance of staff and the setting of improvement targets. Staff had a good understanding of quality improvement arrangements.

22. Self-assessment was thorough. It made good use of curriculum reviews and took note of the views of staff and learners, but not always those of employers. Most self-assessment reports recorded accurate judgements on the quality of provision. In a few instances, strengths were no more than normal practice and the self-assessment report had not recorded some areas for improvement. Quality improvement plans linked clearly to self-assessment reports. Plans contained clear actions for improvement, measurable success criteria, responsibilities and targets. Managers and staff regularly reviewed actions to ensure they led to improvements.

Resources

23. Managers ensured that learners worked in high-standard accommodation with good equipment. A well-established feature of hairdressing and beauty therapy provision was the strong support from product manufacturers to equip college salons. Salons had particularly good quality furnishings, décor and treatment dispensing areas. Reception areas for clients were welcoming and furnished to a high commercial standard. The maintenance of resources was good and salons and spa areas had high standards of hygiene. Classrooms for theory teaching were often good but occasionally salons were used for theory teaching, which led to learners having insufficient space for learning materials. Effective use of information learning technology was a growing characteristic of teaching and learning, particularly as an interactive learning tool for theory lessons. Its use by teachers in salons was not as well developed as in theory lessons. A useful feature was the uploading of lesson notes to college intranets to make them available at times convenient to learners.

Managers and information learning technology

Managers assembled a multidisciplinary team to improve the use of information learning technology in hairdressing and beauty therapy. The team consisted of a hairdressing and beauty therapy advanced practitioner, an information learning technology specialist technician, an advanced practitioner in teaching development and training and quality improvement, and a college manager. They reviewed all existing arrangements for teaching hairdressing and beauty therapy and then produced an information learning technology strategy to improve the quality of provision. The team worked with teachers to write schemes of work and lesson plans and prepare learning materials to ensure consistency of approach and a focus on the individual learning needs of learners. These materials were uploaded to the information learning technology systems. The team provided teachers with coaching and support on how to use the information learning technology in classrooms, including interactive whiteboards. Teachers' confidence in the use of information learning technology increased markedly and the standard of teaching and learning improved.

At another college, teachers of massage were employed on a part-time basis. An issue for managers was the coordination and standardisation of teaching complex massage movements to learners. In order to achieve this, the college produced a DVD. The DVD contained clear demonstrations of massage movements to the hand and arm, face, neck, shoulder and scalp, foot and leg. For each demonstration, commentary explained the different movements. The DVD provided staff with a visual and verbal guide that helped bring about a more consistent approach to teaching and learning massage. Learners were able to purchase a copy of the DVD for revision at home or borrow a copy free of charge from the college library.

Equality of opportunity

24. The promotion of equality of opportunity was good at seven of the colleges visited for the survey. Colleges, particularly those in areas with high numbers from minority ethnic groups, provided programmes of learning to meet the needs of these communities, which included make-up for south Asian cultural events and Black African and Black Caribbean hair styling and cutting. Although most colleges were fully aware of the low number of male learners on hairdressing and beauty therapy courses, the recruitment strategies to increase the number of enrolments for this group were not effective.
25. Colleges had a strong record of recruiting learners traditionally under-represented in further education, including single parents, those who had left school with few qualifications, people with additional learning needs and people from areas of high deprivation. This was particularly the case in hairdressing. Most learners completed their studies successfully.

Notes

The survey was conducted between September 2007 and March 2008 by two of Her Majesty's Inspectors and one Additional Inspector. A sample of 12 colleges was selected. All of the colleges had provision in hairdressing and beauty therapy that had been judged to be good or outstanding at a previous Ofsted inspection. The survey information was supplemented by evidence drawn from recent inspection findings.

Useful websites

Further information on qualifications in hairdressing and beauty therapy can be found on the Qualifications and Curriculum Authority website: www.qca.org.uk. This includes:

- Diploma in Hair and Beauty Studies; www.qca.org.uk/qca_15768.aspx
- sector subject area/tier for retail, including hairdressing and beauty therapy and hospitality and catering; www.qca.org.uk/qca_8503.aspx.

The statistical first release from the Learning and Skills Council has information on outcomes in hairdressing and beauty therapy for learners in post-16 education and training in England; www.lsc.gov.uk/providers/Data/statistics/sfr/

Further information about hairdressing and beauty therapy can be found on the sector skills website; www.habia.org/.

Becta provides useful e-learning resources and links to alternative sites to access further digital and interactive technology materials for use by teachers; www.becta.org.uk.

The LSIS website has useful advice, information and support on innovation and excellence in the post-16 learning and skills sector; www.lsis.org.uk.

The LSIS's Excellence Gateway is for post-16 learning and skills providers. It hosts the Ofsted database of good practice examples identified through inspection. You will also find information on suppliers of improvement services and materials to support teaching and learning; <http://excellence.qia.org.uk>.

Annex A: Colleges participating in the survey

Barnfield College, Luton
City of Bristol College
City College Manchester
Gateshead College
Lancaster and Morecambe College
Leicester College
Newham College of Further Education,
Stanmore College, Harrow
Wakefield College,
Warrington Collegiate
Wigan and Leigh College
Worcester College.