Hairdressing, beauty and complementary therapies
September 2012

A subject-based aspect report by HM Inspectors on behalf of the Scottish Funding Council

Transforming lives through learning

Scottish Funding Council
Promoting further and higher education

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1.   Introduction and methodology

Introduction

Her Majesty's Inspectorate of Education (HMIE) publication, *External quality arrangements for Scotland's colleges, September 2008*, specifies that HM Inspectors (HMI) will produce a number of subject-based aspect reports over the four years 2008-12. These reports complement, in a subject-specific context, the generic evaluations of learning and teaching in HMIE and Education Scotland's external review reports of colleges. Colleges should act on the recommendations contained in these reports. College inspectors will monitor action towards implementation of these recommendations as part of their normal dialogue with colleges and will wish to discuss actions arising from subject-based aspect reports during annual engagement visits.

In preparing this report, inspectors visited a sample of eight colleges, drew on the findings of published HMIE and Education Scotland external review reports of colleges and examined other relevant publications and reports. They consulted with key stakeholders, including college staff, learners, employers and professional bodies.

This report evaluates college programmes which lead to vocational qualifications in hairdressing, beauty and complementary therapies, offered at levels 4 to 8 of the Scottish Credit and Qualifications Framework (SCQF).

Methodology

Each of the colleges in the sample of eight was visited twice during the fieldwork. A list of the colleges visited may be found in Appendix 1. During these visits inspectors observed learning and teaching and discussed issues with staff and learners. The views of a wide range of stakeholders were obtained through face-to-face and telephone interviews. In a number of colleges, areas for development identified by inspectors during the first visit had been addressed by college managers and teaching staff by the time of the second visit. For example, in most colleges, initial visits indicated that teaching staff were not taking sufficient account of Curriculum for Excellence when planning programmes. Almost all colleges had taken steps to address this by the second visit.

This report evaluates current practice and identifies important areas for discussion and further development by practitioners and other key stakeholders.
HM Inspectors also identified examples of effective practice and set out recommendations for improvement. Examples of effective practice are incorporated throughout the report. The examples include practice which is innovative or illustrative of effective practice applied by a number of colleges.

2. Summary of key findings

Hairdressing, beauty and complementary therapies programmes in Scotland are characterised by many strengths. These strengths are grouped under four headings:

- Planning of provision

- Learning and teaching

- Outcomes and impact

- Enhancement through self-evaluation and internal review

Planning of provision

Strengths

- All colleges work productively to ensure the range of provision they offer meets the needs of learners, employers and the industry.

- Almost all colleges have high-quality, industry standard salon and treatment facilities which provide learners with effective work-based experiences.

- Colleges take good account of the range of qualifications, resources and support offered by different awarding bodies to provide learners with skills and qualifications which have currency in the industry.

- Almost all teaching teams plan their programmes well and continually adjust programmes to take account of new techniques, treatments and products which are being introduced within the industry.

- Almost all teaching staff have current professional involvement in the industry and apply their knowledge and experience of current industry practice effectively to inform programme planning.

- Almost all staff teams make effective use of in-house salon and treatment facilities to promote, reinforce and develop the skills required for current professional practice.

- Staff teams work effectively and creatively to plan and provide additional opportunities for learners to increase their knowledge and understanding of the wider aspects of industry.

However,

- In a few geographical areas colleges do not collaborate sufficiently with each other when planning provision.

- Most colleges do not promote or explain sufficiently to schools and other key influencers, the range of career and self-employment opportunities available within the industry.

- A few college departments do not manage in-house salon facilities stringently enough to enable learners to gain sufficient experience of commercial pressure.

- Many programme teams are not sufficiently active in ensuring that work placements provide learners with experiences which support and enhance effective learning.

- Some programme teams do not incorporate and promote development of analysis, writing and research skills sufficiently within Further Education (FE) level programmes to prepare learners for progression to Higher Education (HE) level programmes.

- Some programme teams do not take sufficient responsibility or action to ensure promotion of literacy and numeracy, equality, diversity and sustainability is included within programmes.

- In a few departments the integration of units is not well developed. This results in needless repetition of some activities and overburdening of assessments for learners.

Learning and teaching

Strengths

- Teaching staff are very enthusiastic about their subject area and the industry. They establish positive and productive relationships with learners and provide them with relevant, stimulating and engaging learning experiences.

- Almost all teaching staff draw effectively on their knowledge of current salon practice to contextualise and invigorate learning activities. They set high standards of technical and employability skills for learners in line with current and emerging industry expectations.

- In almost all classes, the standard of learning and teaching is very high and staff use a wide range of appropriate, creative and engaging teaching approaches to meet learner needs.

- Most teaching staff work collaboratively and productively with colleagues from other programme areas and representatives from industry to provide additional relevant, holistic and vibrant experiences for learners.

- Staff support learners well during their programme. In almost all programmes, learners have regular, scheduled one-to-one meetings with a member of staff to discuss their Individual Learning Plans (ILPs), reflect on performance and plan for progression.

- Almost all learners are highly motivated and engage productively in their learning.

- Learners draw productively on their salon-based experiences to develop, extend and apply employability skills.

- Almost all learners participate in a wide range of additional activities outwith class which extend and enhance their learning.

However,

- Some teaching staff do not take opportunities to promote equality and diversity and sustainability within class activities.

- More than a few teaching staff do not use Information and Communications Technology (ICT) resources sufficiently or proficiently enough to support effective learning and teaching.

- Most teaching staff do not promote sufficiently to learners the importance of developing literacy and numeracy skills.

- Some individual learning plans do not take sufficient account of work-based activities and most are not customised sufficiently to take account of the specific skills and attributes learners require for working in the industry.

Outcomes and impact

Strengths

- In almost all colleges, retention is high or very high across all programme areas. Attainment levels for learners on full-time FE and HE level programmes are high.

- Learners gain confidence, self-reliance and skills for learning, life and work through their participation in their programme and involvement in wider college and industry events.

- Many learners achieve success in inter-college and industry competitions and receive formal awards in recognition of their skills.

- Almost all young learners who were previously disengaged from learning regain interest and motivation in learning.

- Almost all learners make very good progress from prior learning, develop technical and essential skills appropriate to the level of their programme and attain the qualifications they set out to achieve.

- Many learners attain additional professional awards within their programme.

- Most learners progress to professional employment within the industry. Almost all learners who choose to work outwith the industry progress successfully to employment in sectors which require high levels of personal presentation and customer care.

However,

- Some learners who attain high levels of technical competence do not gain sufficient confidence in literacy and numeracy which reduces their aspirations to progress to supervisory or management roles.

Enhancement through self-evaluation and internal review

Strengths

- Almost all programme and departmental teams work collaboratively and proactively to ensure that learners receive a high-quality learning experience.

- Almost all staff teams take good account of developments within the industry when evaluating programmes and resources to support learning.

- Programme teams regularly share and adopt good practice and use this process well to extend effective approaches across other subject areas.

- Almost all programme teams have effective arrangements in place to engage learners in evaluating the quality of their programme and wider learning experience.

However,

- In a few departments, the integration of units is not well developed. Some programme teams are not taking sufficient action to address this.

- A few programme teams are not sufficiently familiar with, and do not take sufficient account of, the principles and themes of Curriculum for Excellence when evaluating programmes and planning for improvement.

- Most programme teams do not involve employers sufficiently or systematically enough in their evaluation and improvement planning processes.

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3. Background and context

Hairdressing, beauty and complementary therapies is one of the largest industries in Scotland. The most recent labour force survey (2007)[1] identified that 15,847 people work in the hairdressing and beauty industry in Scotland. Over the last five years, the number of people seeking training and employment in the industry has risen considerably. This is due in part to the increased interest in health and wellbeing as a result of the Scottish Government's ongoing promotion of a healthier Scotland and also as a result of the developments within the leisure and tourism sectors. In 2010-11, 18,627 learners undertook programmes in hairdressing, beauty and complementary therapies in Scotland's colleges.

Habia[2] is the government appointed standards setting body for the hair and beauty sector in the United Kingdom (UK) and creates the standards which form the basis of sector-related qualifications. The main awarding bodies which support the hair and beauty sector in Scotland are Scottish Qualifications Authority (SQA), City and Guilds and the Vocational Training Charitable Trust (VTCT) all of which are members of the *Habia* awarding bodies' forum. In June 2009 *Habia* updated the Sector Qualifications Strategy (SQS) Action Plan–Scotland. The plan describes the priorities and actions for delivering the sector's vision for future skills and is structured around three main themes; the vision for sector qualifications requirements, the vision for learning and qualification delivery, and the vision for policy and funding. *Habia* has recently completed a UK wide survey of the hair and beauty sector, *The Big Conversation*[3]. Although the findings from the survey are not categorised by nation and do not differentiate colleges from other training providers, they provide a current picture of the industry in the UK in terms of skills gaps, training and business performance.

The *Hairdressing, beauty and complementary therapies in Scotland's colleges* subject-based aspect task explores the quality of hairdressing, beauty and complementary therapies provision using the principles and approaches outlined in the HMIE document *External quality arrangements for Scotland's colleges, September 2008*.

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[1] Labour force survey 2007
[2] Habia
[3] Habia findings from the Big conversation

4. Programmes in hairdressing, beauty and complementary therapies

Thirty-six colleges in Scotland deliver programmes in hairdressing, beauty and complementary therapies. A quarter of these colleges deliver relatively low levels of provision[4] to meet the needs of local communities and specific groups of learners including school pupils. Twelve colleges specialise in the subject area and deliver significant levels of provision[5]. All of the colleges deliver programmes in hairdressing and/or beauty therapy and 19 deliver programmes in complementary therapies. Colleges generally offer programmes from levels 4 to 8 of Scottish Credit Qualification Framework. Almost 90% of programmes are at Further Education (FE) level, with 10% at Higher Education (HE) level.

The content of hairdressing, beauty and complementary therapies programmes varies depending on the requirements of the awarding body. However, as a guide they generally include the following:

Hairdressing programmes focus on developing the technical skills and theoretical knowledge required for working as a professional hairdresser. Programmes include technical skills in hairdressing and styling; skills for working in a professional salon including reception, customer care and health and safety, and creativity and promotional skills, including personal presentation and promotion of services and products.

Make up artistry programmes focus on developing the technical skills and theoretical knowledge required for working as a professional make up artist. Programmes include technical skills in make up application, including fashion and theatrical make up; skills in prosthetics and special effects; skills in hairstyling and wig making; skills for working in a professional salon, including customer care and health and safety, and creative and promotional skills, including personal presentation and promotion of services and products.

Beauty therapy programmes focus on developing the technical skills and theoretical knowledge required for working as a professional beauty therapist. Programmes include technical skills in application of facial and body treatments; study of physics, anatomy and physiology; skills for working in a professional salon, including customer care and health and safety, and creative and promotional skills, including personal presentation and promotion of services and products.

Nail technician programmes focus on developing the technical skills and theoretical knowledge required for working as a professional nail technician. Programmes include technical skills in manicure and pedicure and application of cosmetic nail treatments; study of anatomy and physiology; skills for working in a professional salon including customer care and health and safety, and creative and promotional skills including personal presentation and promotion of services and products. Some programmes also include beauty treatments.

Complementary therapies programmes focus on developing the technical skills and theoretical knowledge required for working as a professional complementary therapist.

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[4] The number of colleges in Scotland which deliver annually less than 3,000 SUMS of activity
[5] The number of colleges in Scotland which deliver annually at least 5,000 SUMS of activity

Programmes include technical skills in the application of a range therapies and body treatments; study of anatomy and physiology; skills for working in professional salons and clinical practice in healthcare services, including customer care, health and safety, personal presentation, and skills in promotion and management of professional services.

Almost all programmes provide formal qualifications accredited by an awarding body. The main awarding bodies selected by colleges are SQA[6], City and Guilds[7] and VTCT[8]. Almost all qualifications are endorsed by *Habia* and are recognised internationally. Colleges which operate commercial in-house salons mostly offer work-based qualifications such as Scottish Vocational Qualifications (SVQ) which are based on national occupational standards developed by the industry.

Programmes are offered in a variety of modes including full-time, part-time, evening and day release. Many part-time programmes are eligible for Individual Learning Account (ILA) funding. The number of places a college allocates to each programme is determined by a range of factors. These factors include the number of Modern Apprenticeship places contracted to a college by Skills Development Scotland (SDS), the scale of specialised learning and teaching facilities and health and safety considerations. In 2011-12, 22 colleges delivered training to 1,125 Modern Apprentices. This figure includes 708 Modern Apprentices already on training programmes and 417 new starts. The demand for places on programmes is very high and exceeds, often significantly, the number of places available.

Across all programmes, around 97% of learners are female and 3% are male. Within hairdressing programmes, 5% of learners are male and 95% are female. On complementary therapies programmes, 10% of learners are male and 90% are female. The number of male learners on beauty programmes is too small to affect the overall percentage breakdown by gender. In 2010-11, 39 males and over 8,000 females undertook programmes in beauty.

The age profile of learners undertaking hairdressing, beauty and complementary therapies programmes varies across different subject areas. In total, around a quarter of learners are under 16 which reflects the high number of school pupils who attend part-time school-college programmes. Around half of learners are in the 16 to 26 age group, and a quarter of learners are over 26 years old.

Across all full-time programmes, 4% of learners are under 16 and almost half of learners are in the 16 to 20 year old age group, 26% are in the 20 to 26 year old age range and almost a quarter of learners are over 26. On hairdressing and beauty therapy programmes around 50% of learners are under 20 years of age. On complementary therapies programmes, 60% of learners are over 26 years of age.

Of the 18,627 learners who undertook programmes in hairdressing, beauty and complementary therapies in Scottish colleges in 2010-11, 2,094 (11%) have a disability. Almost 6,000 (32%) of learners are from the 20% most deprived datazones in Scotland which is higher than the average across all subjects and colleges (28%).

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[6] SQA
[7] City and Guilds
[8] VTCT

5.   Learning and teaching

Planning of provision

In all colleges, staff work productively to ensure the range of provision they offer meets the needs of learners, employers and the industry. College managers take good account of learner demand and employer needs to balance the scale and types of provision within available resources. In all colleges the planning of provision and resources enables learners to gain technical and wider skills required for working in the industry. Almost all colleges have developed learning and teaching facilities which operate as commercial salons. Some colleges, particularly those with new estates, have invested significantly in providing high-quality, industry-standard salon and treatment facilities. These facilities provide learners with effective work-based experiences. A few colleges have been awarded centre of excellence status by leading brand manufacturers as result of the quality of facilities and programmes they offer. Colleges update their resources regularly to enable learners to gain skills in utilising new types of equipment and products which are being introduced in professional salons.

Teaching staff draw productively on guidance and support from *Habia* to align provision with industry standards and the projected needs of the hairdressing, beauty and complementary therapies industry. They take good account of the range of qualifications, resources and support offered by different awarding bodies when planning provision. As a result, most colleges select a range of awarding bodies to provide learners with skills and qualifications which have currency in the industry.

Almost all colleges plan provision effectively to accommodate a wide range of learner needs. This generally includes programmes for college-based learners, Modern Apprentices, school pupils, and adult employees working in the industry. Most colleges provide flexible opportunities for employees to access part-time day or evening programmes to update and refresh their skills. Almost all colleges plan provision carefully to provide learners with appropriate entry-level programmes and progression routes to further learning. However, in a few geographical areas colleges do not collaborate sufficiently with each other when planning provision. This results in learners on some programmes having insufficient opportunities to progress to further learning within a reasonable travelling distance.

The demand for places on hairdressing and beauty therapy programmes is very high and most colleges have taken action to meet demand by increasing evening provision. A few colleges have increased class sizes on some FE-level programmes to accommodate demand from school leavers. However, in some programmes this has resulted in class sizes being too large which is impacting negatively on the learning experience.

Almost all colleges take good account of anticipated developments within the local and wider community to plan provision which supports employment in a range of sectors including tourism, leisure, health, spa and retail. However, most colleges do not promote or explain sufficiently to schools and other key influencers, the range of career and self-employment opportunities available within the industry. The growth in the spa and tourism industries presents opportunities for colleges to plan provision which enables learners to combine a range of skills to enhance their employment options. Some colleges have started to discuss developing this type of provision. However, this is not

widespread and most colleges are not sufficiently proactive in exploring new types of provision to meet emerging industry needs. Within most colleges, the principles and themes of Curriculum for Excellence are well-embedded within strategic planning processes. Most colleges are working well with local secondary schools to apply the principles and themes of Curriculum for Excellence when planning provision for school pupils.

Colleges have effective procedures in place to ensure teaching staff have appropriate types and levels of qualifications. All teaching staff have relevant vocational qualifications and most have a teaching qualification. In almost all colleges, staff selection and recruitment criteria require applicants to have substantial experience of working in the industry at an appropriate level. However, a few teaching staff do not have sufficiently broad experience of working in the industry to be able to convey to learners the wider aspects of professional practice. Some colleges incorporate activities to assess the teaching and interpersonal skills of applicants during the selection process. This usually involves applicants being observed demonstrating a technique or treatment to a group of learners. Colleges which apply these approaches, use them constructively to appoint staff with the appropriate skills and attributes to support effective learning and teaching.

Planning learning and teaching

In all colleges, hairdressing, beauty and complementary therapies staff teams are very enthusiastic about the industry, the subject areas and are highly committed to meeting the needs of learners. Almost all teaching staff have current professional involvement in the industry and many practise professionally outwith the college. They apply their knowledge and experience of current industry practice effectively to inform programme planning and enthuse learners.

Almost all staff teams plan their programmes well and take good account of the technical and essential skills learners require to work in the industry. They draw on their collective knowledge of current professional practice to plan programmes. These provide learners with relevant, stimulating and engaging learning activities. They continually adjust programmes to take account of new techniques, treatments and products being introduced within the industry. Most staff teams are adept at integrating units and sequencing learning activities to provide continuity of learning and application of theory to practice. They incorporate projects which enable learners to work with peers in other programme areas to gain wider knowledge and understanding of the industry.

Almost all staff teams make effective use of in-house salon and treatment facilities to promote, reinforce and develop the skills required for current professional practice. Most staff teams manage these facilities very effectively and efficiently to provide learners with relevant commercial experience. However, a few college departments do not manage these facilities stringently enough to enable learners to gain sufficient experience of commercial pressure. This includes working with clients who are unknown to them and adhering to timescales.

Almost all programme teams work effectively and creatively to combine activities which increase learners' knowledge and understanding of the wider aspects of industry. They incorporate a wide range of additional training activities delivered by professionals working in the industry to enable learners to gain accreditation in using and applying new products and techniques. Many organise field visits and student exchanges to expand

the experience of learners. Almost all programme teams plan activities which involve learners in demonstrating and showcasing their skills to each other, the general public, employers and industry representatives. These include in-house salon competitions, industry events and competitions at local, regional and national level. There are many examples of learners providing services and treatments for clients in care homes, hospices and community settings.

All colleges have good links with local employers and most use them well to arrange work placements for college-based learners. However, many programme teams are not sufficiently active in ensuring that work placements provide learners with experiences which support and enhance effective learning. As result, the value learners gain from external work placements is variable. Most staff teams organise and schedule work placements effectively to complement and enhance learning activities. However, some programmes teams do not take sufficient care when scheduling work placements to ensure that these arrangements support and enhance programme activities. Almost all colleges engage well with employers and communicate regularly with staff in work placements to discuss learners' progress. Most work placements take good account of the skills learners are developing at college and provide useful opportunities for learners to practise and apply these skills. However, some work placements only allow learners to carry out menial tasks and do not provide sufficient opportunities for learners to apply and extend their vocational skills.

Programme content and methods used to deliver hairdressing, beauty and complementary therapy programmes reflect many of the principles and themes of Curriculum for Excellence. However, during the first visits to colleges by inspectors, most programme teams did not have sufficient knowledge of and/or did not take sufficient account of Curriculum for Excellence when planning programmes. This resulted in staff teams overlooking opportunities to recognise, affirm and build on current activities and approaches which reflect Curriculum for Excellence. Almost all colleges had taken effective action to address this by the time of the second visits by inspectors. However, a few programme teams are not yet sufficiently conversant with Curriculum for Excellence and do not take sufficient account of the principles and themes when planning programmes.

Due to the nature of the subject area, programme teams plan many activities which promote health and wellbeing. Although many of these activities are driven by syllabus requirements, most teams plan and coordinate additional, and often motivational, projects and initiatives which highlight these themes. Many learners have low levels of writing and literacy skills at the start of programmes. Some programmes including Modern Apprenticeships, include development of literacy and numeracy skills. However, in programmes where literacy and numeracy skills are not overtly referenced, most staff teams do not promote development of these skills sufficiently to learners. This is resulting in departmental teams missing opportunities to encourage and support learners in addressing weak literacy skills to progress to supervisory or management roles.

Developing health and wellbeing: Promoting and accrediting prevention of dermatitis in hairdressing programmes

Teaching staff in Clydebank College identified from research that around 70% of hairdressers suffer from skin conditions, including dermatitis, during their career. Although some health and safety units included programmes cover aspects of this condition, staff considered there was a need to extend learners' knowledge and skills of dermatitis prevention. To address this, staff researched the range of training packages available and incorporated the City and Guilds award in contact dermatitis prevention within the hairdressing SVQ level 2 programme. Learners undertook the award online, in conjunction with the health and safety units within their programme. Staff supported learners in progressing through the award to undertake a summative online assessment.

All learners successfully attained the award. Feedback from learners highlighted their increased understanding of the causes of dermatitis, methods of preventing the condition and their improved ability to detect early signs of the condition. Learners now carry out skin-checks on learners from other programme areas which involve water-based activities. Through these activities, learners have attained additional qualifications which are useful in the industry and which prepare them well for managing their own health and wellbeing. In response to the positive feedback from learners, hairdressing and beauty therapy staff have also undertaken the award. Workshops in contact dermatitis have also been delivered to staff in all programme areas which use water regularly within vocational activities.

The majority of programme teams incorporate equality and diversity and sustainability within departmental projects, events and activities. However, some programme teams do not take sufficient responsibility or action to ensure promotion of equality and diversity and sustainability is included within programmes. Many teams direct, and rely on, teaching staff to integrate and promote these topics within class activities. Although most teaching staff take opportunities to raise learner awareness of equality and diversity and sustainability, many teaching staff do not promote these topics sufficiently within learning and teaching activities.

Most programme teams are very learner centred and take good account of the starting levels of learners when planning programmes. Many staff teams design introductory and access level-programmes carefully to enable learners to achieve the appropriate levels of knowledge, technical and essential skills required for successful progression to employment or further learning. The standards expected on HE level programmes in relation to analysis, writing and research skills present difficulties for many learners progressing from FE to HE level study. In FE level programmes, online assessments require learners to have a good knowledge and understanding of the vocational area. However, this form of assessment does not encourage or enable learners to develop the level of writing skills required for HE level study. The majority of staff teams incorporate learning and study skills within FE level programmes to enable learners to gain confidence in carrying out these activities and prepare for more advanced level study. However, some programme teams do not incorporate and promote development of these skills sufficiently within FE level programmes. This inhibits progression and ease of transition to more advanced learning.

All programme teams take very good account of the employability skills required for working in the industry. They set high standards in relation to customer care, health and safety, personal presentation, working with others and team working. Most programme teams plan and incorporate activities which enable learners to gain skills for self-employment. There are many examples of staff teams planning projects and events which encourage learners to develop and apply promotional and enterprise skills within a business context. Some teams plan activities to enable learners to gain skills in retail and product promotion, including setting targets for selling of products to clients. However, not all programme teams include enterprise skills and skills in promoting and selling of products to clients sufficiently within programmes.

Almost all programmes consist of a number of individual units which staff teams schedule within the duration of the programme. Although most units are designed to be standalone, most staff teams are experienced and skilled in integrating and sequencing units to provide learners with a smooth and holistic learning experience. They take care to synchronise learning activities to enable learners to develop skills concurrently and incrementally. Most staff teams cross-reference learning outcomes to enable learners to receive accreditation for skills gained through different units. These approaches are applied effectively by most teams to ensure programmes provide an appropriate balance of theory with practice, avoid unnecessary duplication and present an even gradient of learning and assessment demands and requirements. However, in a few departments these approaches are not well-developed which results in needless repetition of some activities and overburdening of assessments for learners.

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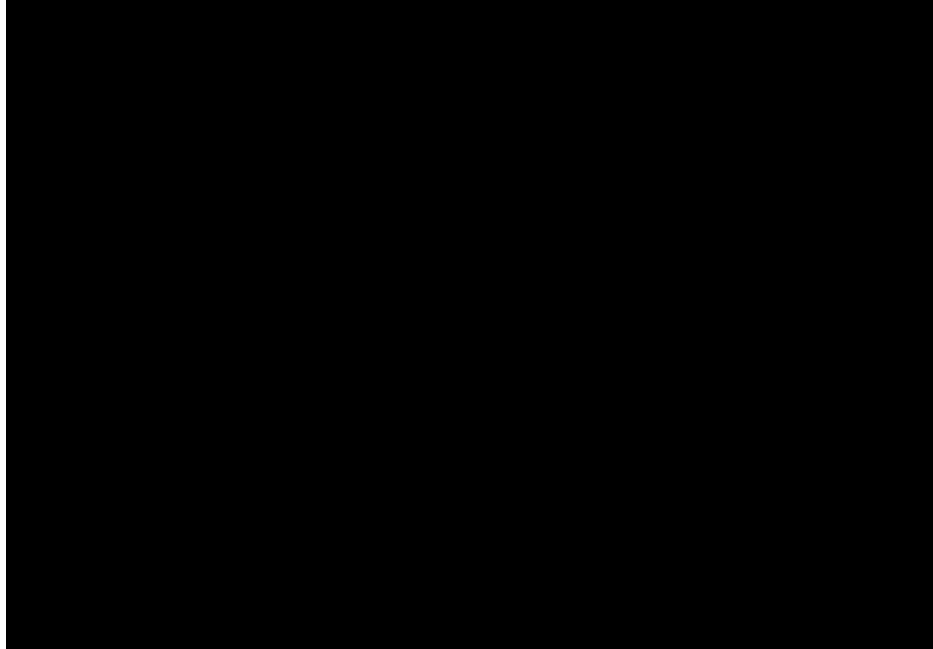
Developing retail skills for working in a professional salon

Staff in Moray College recognised that retail is an important feature of work in the industry. Many salons operate a commission system for staff which can make a significant difference to income and/or promotion opportunities. To prepare learners for work in the industry, teaching staff identified a need to incorporate skills in selling products to clients more overtly and systematically within programmes.

Staff teams audited programmes to identify units which offer opportunities for learners to develop and apply their retail skills. They selected units which provide a focus for engaging learners in retail activities. These included. promoting additional services or products to clients, contributing to the planning and implementation of promotional services, and principles and practices in selling. Staff drew on unit requirements to devise an initiative, *Retail Incentive,* which consists of a range of activities which enable learners to develop and apply these skills within their programme.

At the start of programmes, staff involve a leading product manufacturer in delivering workshops to learners on a range of products. Learners make good use of the workshops to learn about the environmental aspects of products and their specific characteristics. Through this process they gain experience of interacting with sales representatives working in the industry and gain skills in knowing what questions to ask to them. Learners are given training in observing client body language to determine and apply different types of selling approaches. Throughout these activities staff promote ethical approaches to retail with a focus on customer care. All learners are set a monthly target of selling £100 worth of products and are given annual targets in the number of products they sell commensurate with their level of study. Each month a prize is awarded to the learner who achieves the highest amount of income from retail over £100.

The *Retail Incentive* initiative is highly effective in enabling learners to gain the level of retail skills expected in the industry. In addition learners gain understanding of profit margins, sustainability and the commercial aspects of professional salons which prepares them well for employment and further advancement in their career.

Delivering learning and teaching

Almost all learners are very positive about their programme and enjoy their classes and the wide range of additional opportunities and experiences which staff provide for them. They value the interaction, interest and support they receive from teaching staff and participate enthusiastically in class activities. Teaching staff are very enthusiastic about their subject area and the industry and are proactive in providing opportunities for learners to extend their knowledge and raise their aspirations. They establish positive and productive relationships with learners and work hard to provide them with relevant, stimulating and engaging learning experiences. Almost all staff have links with industry and draw very effectively on their knowledge of current salon practice to contextualise and invigorate learning activities.

Teaching staff participate regularly in training activities to update continuously their knowledge of new techniques, products and practices being introduced within the industry. This is a main characteristic of the subject area and is a requirement of *Habia* and most awarding bodies. Teaching staff generally undertake a minimum of 30 hours

of industry training a year to update their vocational skills and maintain their professional accreditation to practice. Staff draw productively on these activities to provide learners with knowledge and skills of current techniques and treatments being applied in professional salons.

Staff set high standards of technical and employability skills for learners in line with current and emerging industry expectations. Almost all make good use of high-quality, industry standard salons and resources to provide learners with a realistic and professional learning experience. Staff exemplify and set high standards in relation to personal presentation and interpersonal skills. They consistently reinforce and promote high levels of personal care and responsibility in relation to appearance, wearing of uniforms and hygiene. Within salon activities, staff engage learners well in developing awareness of the types of skills required for working with clients of different ages with different types of needs. They take care to assist learners to overcome barriers, including shyness and lack of confidence to enable them to communicate comfortably and professionally with clients. Staff support and assist learners well in developing levels of strength and stamina required for working effectively in the industry. They help learners to develop strategies to overcome tiredness and maintain fitness levels.

Teaching staff plan lessons well and are proficient in managing a wide range of concurrent activities within classes. In almost all classes, teaching staff set high standards in relation to health and safety, application of technical skills and the care, safety and comfort of clients. They convey these standards consistently and effectively to learners and take opportunities to reinforce and promote the standards expected by industry in professional practice.

In almost all classes, the standard of learning and teaching is very high. Almost all staff use a wide range of appropriate, creative and engaging teaching approaches to meet different types of learner needs. They are adept at managing and motivating learners, including learners who have challenging issues and behaviours. Teaching staff enable learners to personalise their learning activities through projects and options to develop further knowledge and technical skills in aspects of the industry which are of specific interest to learners. They regularly link and contextualise activities to make learning interesting, relevant and stimulating for learners. Many teaching staff voluntarily work evenings and weekends outwith college hours to prepare and support learners participating in competitions and external events.

Teaching staff often involve learners in working with peers from other subject-related programmes and learners on more advanced level programmes to develop and extend their skills and knowledge of the industry. Most staff work collaboratively and productively with colleagues from other programme areas to involve learners in cross-departmental projects and events to enhance, extend and apply their skills. These approaches provide relevant, holistic and vibrant experiences for learners. Most teaching staff incorporate equality and diversity and sustainability within these activities to increase learner awareness and knowledge of these issues and there are examples of these topics being promoted well within departmental projects. However, this is not consistent across all colleges and some teaching staff do not take opportunities to promote equality and diversity and sustainability within class activities.

Engaging learners in promoting equality and diversity, health and wellbeing and sustainability systematically within programmes.

John Wheatley College identified a need to promote equality and diversity, health and wellbeing and sustainability more engagingly and systematically within programmes. In response to this, staff in the hairdressing and beauty department identified and planned three weeks of themed activities for learners. Teaching staff provided learners with a brief to devise thought-provoking activities which would demonstrate their skills and engage learners in other areas of the college in interacting with the themes. Learners worked together to plan, promote and coordinate the events and made a DVD which showcases the range of activities.

Diversity week: Learners planned and mounted a visual exhibition demonstrating their interpretation of equality and diversity. They applied their hairdressing and make-up skills to convey the styles associated with other countries and used manikin heads to convey the range of decorative approaches applied by different cultures. During the exhibition, learners coordinated background music from other countries and wrote poems to illustrate and celebrate cultural diversity which were displayed on plasma screens.

Health and wellbeing week: Learners worked in teams to create mood boards which illustrated and compared the impact of healthy and unhealthy lifestyles. The mood boards were displayed across the social areas in the college. Learners on beauty therapy programmes promoted and organised an open-salon service to deliver massage treatments to learners on other programmes. They worked with a local gym to arrange times for learners to undertake induction in using gym equipment.

Sustainability week: Learners focused on the use of electricity and water within the department. They used coordinated quizzes and competitions to engage learners in identifying new ways of reducing waste and recycling materials. This included the recycling of cardboard casings from products and cut hair. Learner ideas were conveyed across the college and successful suggestions were implemented by the department.

These arrangements were very successful in providing sufficient focus and time for learners to increase their awareness of the themes. The approaches applied by staff engaged learners well in devising creative and inclusive approaches to shaping their own learning. Learners cited increased awareness of others, particularly in relation to poverty, disability and mental health, as being an important outcome of the activities. Through planning and coordinating these activities, learners gained valuable skills in working with others and contributed to the wider life and work of the college.

During the first visit by inspectors, most teaching staff were not using ICT sufficiently or effectively enough to support learning and teaching. In many departments this stemmed from insufficient access to ICT within teaching areas. Almost all departments had taken steps to address this by the by the time of the second visit by inspectors. However, in some departments teaching staff do not yet have sufficient access to ICT resources within teaching areas to support and enrich learning and teaching activities.

Most teaching staff make good use of the VLE to enrich learning activities and to provide learners with access to additional online resources.

By the time of the second visits to colleges by inspectors, the majority of teaching staff used ICT resources effectively to enhance learning and teaching and assist learners in reflecting on their development and application of technical skills. In a few departments, staff film learners carrying out treatments and use this process very effectively to engage and support learners in carrying out individual and peer critique activities. Some staff make good use of media applications to download demonstrations and information to learners' mobile phones. However, more than a few teaching staff do not use ICT resources sufficiently or proficiently enough to support effective learning and teaching.

Almost all teaching staff take very good account of the needs of individual learners. They are skilled at working with learners who have negative experiences of prior learning and/or who have few or no formal qualifications. They coordinate paired and peer learning activities carefully to enable learners to gain confidence in learning with others and contributing to class discussions and activities. Most teaching staff engage learners in working in mixed age groups and use this very effectively to create a positive and inclusive experience for learners. In many classes, teaching staff regularly pair young learners with older adults to carry out paired and team activities. Young people, particularly school leavers, benefit greatly from these approaches and develop confidence, responsibility and skills for working with others.

Teaching staff frequently involve industry representatives and previous learners who have gained professional success in the industry in delivering presentations and workshops which motivate and enthuse learners. These activities are highly successful in increasing learner confidence and aspirations. Almost all staff proactively and consistently encourage learners to develop essential skills required for successful employment in the industry. However, within class activities, most teaching staff do not promote sufficiently to learners the importance of developing literacy and numeracy skills. This results in some learners, including those who have high level professional skills, not developing these skills sufficiently to enable them to reach their full potential.

Guidance and support

Almost all hairdressing, beauty and complementary therapies departments host a range of useful information sessions and events which enable potential learners to learn first-hand about the types of programme options available. Selection processes generally take good account of the skills learners require to work in the industry, including interpersonal skills, manual dexterity, ability to work with others and personal presentation. Many staff teams require learners to demonstrate these skills as part of selection procedures and draw on this constructively to advise and place learners on appropriate programmes.

All colleges profile the core skills of learners at the start of programmes and use this effectively to place learners on appropriate levels of programmes and to arrange additional support when required. Staff assist learners to initiate an individual learning plan (ILP) at the start of their programme. Most staff make good use of this activity to get to know learners, familiarise them with programme requirements and to assist them to identify their individual learning and career goals. During programmes, learners use their ILP to record their progress, chart their achievements and adjust their learning goals.

Most ILPs provide a useful framework for learners to chart their progress and many are well-linked to Curriculum for Excellence. However, in a few colleges the structure and content of ILPs are outdated and not sufficiently engaging for learners. The majority of ILPs take good account of work-based activities and some incorporate formal feedback from employers and clients which learners use productively to reflect on their performance. However, in some departments ILPs do not take sufficient account of work-based activities and staff do not engage learners sufficiently in reflecting on the skills gained from these activities. A few colleges have incorporated an employee profile within ILPs to assist learners in measuring progress in achieving the types of skills required by employers. However, this is not widespread and most ILPs are not customised sufficiently to take account of the specific skills and attributes learners require for working in the industry.

Customising learning planning to support effective learning and teaching

Hairdressing teaching staff in Moray College identified that ILPs were not sufficiently relevant or engaging for learners on hairdressing programmes. They reviewed the purpose and structure of the ILP and drew on this process to create a new plan, the *Learning Log.* The new *Learning Log* is built around the development of specific essential skills and attributes that learners require for working in the hairdressing industry. It is designed to be used continuously throughout programmes and specifies the types of skills and levels of competence learners are expected to achieve at each stage of their programme and work placement. These include technical and core skills and skills, in health and safety, retail and customer care.

Staff have contextualised core skill units to reflect the essential skills and attributes which learners require for working in a professional salon. They have carefully integrated core skills with vocational units to enable learners to develop and apply these skills in context. The *Learning Log* shows learners where and when these skills occur within their programme. It provides a map of assessment across all programme activities and cross-references assessments which relate to a number of units. The *Learning Log* provides good direction for learners on the intended outcomes of work placements and provides a useful structure for them to gain formal feedback from employers and clients on their performance.

The *Learning Log* is a well-considered, relevant and engaging learning planning tool. It focuses learners on working towards and achieving the types and levels of essential skills they require for working in the industry, in addition to qualifications. It is has been well received by learners who use it productively to plan their own learning and reflect on their performance. The inclusion of formal feedback from work placements has strengthened collaboration and partnership working between college staff and employers.

Staff support learners very well during their programme. In almost all programmes, learners have regular, scheduled one-to-one meetings with a member of staff to discuss their ILPs, reflect on performance and plan for progression. Staff use these meetings productively to assist learners in recognising their wider achievements, exploring options and refining their individual learning and career goals. Almost all departments arrange useful presentations from employers and industry representatives to help learners make more informed choices about their further learning and career options in the hairdressing, beauty and complementary therapies industry.

All colleges provide learners with easy access to additional services to support learning. These include learning support sessions outwith classes and access to advice on careers and student funding. Learners who have additional barriers to learning have good access to centralised assistive technologies, resources and staff expertise to assist them engage fully in learning activities. Most colleges provide classroom assistance to individual learners and groups who require additional support to engage fully in learning activities. However, a high number of learners on hairdressing and beauty programmes have dyslexia or similar recognised barrier to learning and would benefit from assistive technology being more available within learning and teaching areas.

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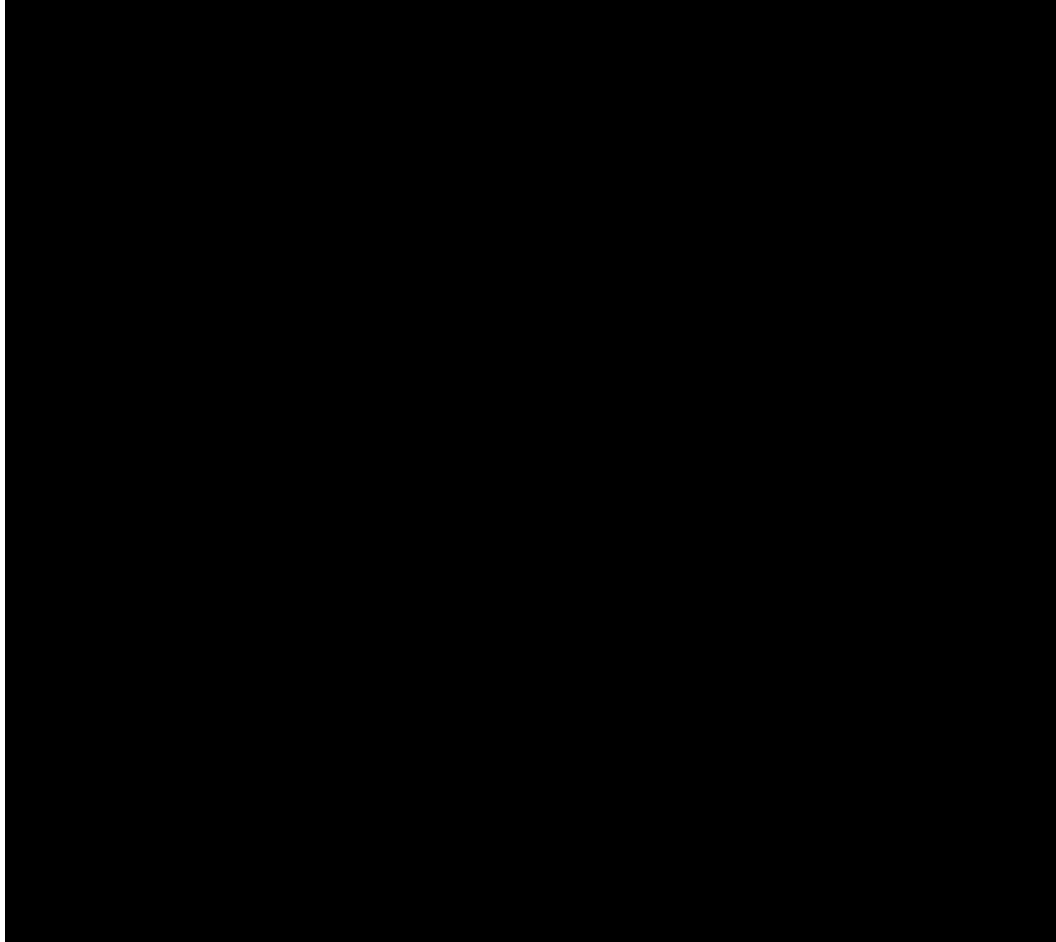
Supporting learners who have dyslexia or a similar barrier to learning

Within evaluation processes, teaching staff at Kilmarnock College identified that a high proportion of learners on hairdressing and beauty therapy programmes have dyslexia or a similar barrier to learning. This is reflective of the UK workforce profile which indicates around 11% of employees working in the industry have dyslexia. College staff have proactively established systems and approaches which assist these learners to engage fully in learning activities.

Teaching staff use a *Habia* profiling tool at pre-entry interviews to identify learners who require additional support to engage in learning. Staff use the tool effectively to place learners on appropriate levels and types of programmes and to arrange additional support from the *inclusive learning team*. A member of staff from the inclusive learning team works with individual learners to assess their specific needs and learning preferences and to advise teaching staff on how to tailor resources, learning and teaching approaches and assessments to best meet these needs. Learners are provided with assistive software to assist them in their studies including text converters, speech recognition and mind mapping tools. The member of staff from the inclusive learning team arranges weekly one-to-one support and review meetings with learners. This enables them to discuss their progress and liaise with teaching staff to adjust the level and type of support as required.

Programme teams use college-devised ICT software very effectively to monitor and analyse the performance of learners who have dyslexia or other identified barrier to learning. Within programme team meetings, teaching and support staff access real-time information about the attendance and performance of learners. They use this information effectively to initiate early interventions when trends indicate areas for concern. Programme teams analyse rigorously the performance of these learners within evaluation and review processes and draw on this to drive forward improvements. These arrangements have resulted in high levels of attendance, retention and success for this group of learners.

Learner engagement

In almost all hairdressing, beauty and complementary therapies classes, learners are highly motivated and engage productively in their learning. They participate well in learning activities and show interest and enthusiasm in developing their skills and learning about the industry. Learners are proud of being on their programme and enjoy working towards and applying the industry standards set by teaching staff. They draw productively on their salon-based experiences to develop, extend and apply employability skills. They take pride in developing and applying skills in personal presentation, customer care and working with others. Young learners, who were previously disengaged from learning, respond very well to their programme and participate well in classes and wider college activities. Learners, who had few or no qualifications at the start of programmes, develop confidence and skills to engage productively in learning activities.

All colleges have well-established arrangements in place to encourage and enable learners to reflect on their own learning, monitor their progress and take action for improvement. Almost all learners make effective use of a range of peer review

processes, including working in pairs, small groups and teams to reflect on and evaluate their learning. They make good use of peer assessment activities to observe and critique the application of technical skills and the care and comfort of clients and use this well to improve their performance. Many learners participate in buddy systems to learn from peers who are on more advanced level programmes. Learners enjoy and value learning with others from different age groups, backgrounds and experiences. Many young learners, who were previously disengaged in learning, modify and improve their attitudes and, or behaviours significantly as a result of working alongside their adult peers.

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Structuring mentoring to support and encourage progression to further learning

Staff in Clydebank College staff recognised a need to provide learners on the NC Make up artistry programme with work-based experience which would assist transition to HE programmes. They created a mentoring scheme which engages learners on NC and HND make up artistry programmes in working together to apply and extend their skills and knowledge of the industry.

The mentoring scheme pairs learners on the NC programme undertaking the mandatory unit in *commercial experience* with learners on the HND who are undertaking units in *employment experience* and *production study.* Teaching staff schedule work placements to enable HND and NC learners to attend work placements at the same time. During work placements, HND mentors require to assemble and coordinate a make up team to plan and design a production. Through the mentoring scheme, they engage NC learners in these activities and provide them with structured tasks. These tasks are designed to increase their knowledge of the industry and develop core skills in *communication, working with others* and *problem solving.*

NC learners and their HND mentors reflect on their progress at support meetings with their class tutor and employment experience coordinator. Both learners assess the skills they have gained from these work-based experiences. They use formal feedback from employers and learner questionnaires to evaluate the impact of their activities and to plan for improvement.

Feedback from learners, employers and staff on this approach is highly positive. All learners benefit from the well-structured and formal approaches staff have put in place to support these activities. Learners on the NC programme gain knowledge of the skills and practices applied within the industry and are motivated by learning from and with peers on more advanced level programmes. They learn about the level and content of the HND programme which encourages them to raise their aspirations. HND mentors gain skills in assisting learners in a work environment and use this well to develop their organisational and supervisory skills. Progression rates from NC to HE level programmes have increased significantly as a result of the mentoring scheme.

Almost all learners contribute enthusiastically to shaping their own learning activities. They make good use of projects and class activities to personalise their own learning and to expand their knowledge of specific areas of interest. Many learners increase their awareness and understanding of equality and diversity and sustainability issues as a result of their participation in these activities. In almost all programmes, learner representatives take their role seriously and convey the views of their peers well to staff at formal meetings and through regular, informal interaction with staff. Most learner representatives are very active in obtaining views and feedback from classmates and report back actions taken as a result of their suggestions.

Almost all learners participate in a wide range of activities outwith class times to extend and enhance their learning. These activities include competing in local, regional and national industry competitions and delivering treatments to people in the local community. Many learners participate in field visits and student exchange programmes to widen their knowledge of current industry practice. Through these activities, learners increase significantly their confidence in working with others and their awareness and understanding of the industry. Learners enjoy and draw productively on workshops and events delivered by external professionals to increase their technical skills, broaden their knowledge of the industry and to extend their awareness of the range of career options.

Most learners access college learning resources outwith class times to practise their skills and extend their learning. In colleges where the VLE is well developed, learners make good use of online resources to increase their knowledge of the industry and prepare for assessments. There are many examples of learners filming demonstrations and techniques outwith classes and uploading them to the college VLE to share with their peers.

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6. Outcomes and impact

Retention and attainment

Most colleges in Scotland delivering hairdressing, beauty and complementary therapies programmes have high or very high retention and attainment rates across all FE and HE programmes. In almost all colleges, retention is high or very high across all programme areas. Attainment rates for learners on full-time FE and HE level programmes are high. However, attainment rates are lower on part-time FE level programmes. Retention and attainment rates of learners who have a disability or are from the 20% most deprived datazones in Scotland are high and in line with or marginally below the performance rates of other learners. Further information on retention, attainment and completion rates over three years is included in a summary of data in Appendix 2 of this report.

Wider achievement

Learners gain confidence, self-reliance and skills for learning, life and work through their participation in their programme and involvement in wider college and industry events. These activities include in-college salon and work-based experiences, participating in competitions, providing backstage services to support media events, volunteering, and contributing skills for the benefit of others in the community. Through these activities, learners gain experience of working with different types of people in a range of contexts. Almost all learners widen their career options and increase their aspirations as a result of their involvement in these activities. Most learners take part in inter-college and industry competitions at local, regional and national level and many achieve success and receive formal awards in recognition of their skills.

Almost all learners gain high levels of skill in personal presentation, working with others and customer care. These skills are highly valued in other work settings and widen the employment and career options for learners. Many learners who start programmes with low levels of self-esteem and aspirations gain confidence in working with others and the public. For many young people and adults returning to learning after a long time, the style and content of programmes provides a positive and purposeful first step to reengagement with learning. Almost all young people who were previously disengaged from learning regain interest and motivation in learning.

Almost all learners gain valuable employability skills through their in-college salon and work placement activities. These activities are very effective in increasing learners understanding of the expectations of employers and the industry. This includes self-discipline, timekeeping, health and safety, customer care, team working and problem solving. The skills learners achieve are transferable to other types of work contexts and provide good preparation for employment in other industries.

Learners gain useful interpersonal skills for learning and working with others through buddying and peer support activities. Almost all learners gain confidence and skills in learning independently through individual projects and class activities. They apply these skills well to undertake additional learning and training activities which extend and enhance their knowledge and skills. Many learners gain greater awareness and knowledge of equality and diversity and sustainability issues as a result of their programmes.

Progression to work and further study

Almost all learners make very good progress from prior learning and attain the qualifications they set out to achieve. They progress well in their learning and develop technical and essential skills appropriate to the level of their programme and in line with industry standards. Most learners progress successfully to further learning or employment within the industry. Learners who have additional barriers to learning, particularly those with dyslexia or similar barrier to learning, progress well in their programmes and go onto further learning or employment. However, some learners who attain high levels of technical competence do not gain sufficient confidence in literacy and numeracy which reduces their aspirations to progress to supervisory or management roles. Almost all learners who choose to work outwith the industry progress successfully to employment in sectors which require high levels of personal presentation and customer care.

Most learners progress successfully from FE to HE level programmes. However, many learners find the standards expected on HE level programmes in relation analysis, writing and research skills very challenging. In a few programmes, staff do not prepare learners on FE programmes well enough for this transition. There are many examples of school leavers progressing successfully from *Skills for Work* and other school-college programmes to FE and HE level programmes. Many learners who start programmes with few or no qualifications, particularly those who have been disengaged from learning, complete their programmes successfully and in some cases attain formal qualifications for the first time. Many learners attain additional professional awards within their programme. There are many examples of learners utilising Individual Learning Accounts to access and attain qualifications in other industry-related subjects.

Learners who seek to work professionally as a complementary therapist generally require a degree in Complementary Therapies to access employment in the care and healthcare industry. One university in Scotland offers this degree and provides articulation from HND to year 3 of the degree programme. However, the university has plans to remove this programme, which would result in learners on HND programmes having no progression route to degree level study in Scotland.

FE and HE programmes provide learners with realistic and relevant experiences for working in the hairdressing, beauty and complementary therapies industry. The standard and types of qualifications offered by colleges enable learners to gain employment in other countries. As a result, a significant number of learners progress to work in other parts of the UK and abroad. Most learners progress to professional employment in a wide range of settings, including the creative industries, healthcare establishments, cruise ships, hotels, spas, and education and training. Many progress to self-employment and continue their involvement with colleges to provide experiences which support and motivate learners.

7. Enhancement through self-evaluation and internal review

Colleges have well-established arrangements for evaluating the effectiveness of programmes. Almost all programme and departmental teams work collaboratively and proactively to ensure learners receive a high-quality learning experience. Due to the on-trend nature of the industry, and the continuous introduction new techniques, treatments and products, staff are vigilant and proactive in adjusting programmes to meet emerging industry needs

Almost all staff teams evaluate their provision systematically. They take good account of developments within the industry and draw on this when evaluating programmes and resources to support learning. Almost all staff contribute enthusiastically and productively to evaluation and review processes. They are proactive in identifying and addressing issues which require action to enhance and improve the quality of provision. However, some programme teams do not take sufficient account of, or take action to address, the areas of programmes which present challenges for learners, particularly in relation to written work.

Almost all teaching staff engage well in evaluating the effectiveness of their learning and teaching approaches. Teaching staff frequently teach alongside their colleagues to encourage and support each other. They reflect on their classroom practice, learning and teaching methodologies. Programme teams regularly share and adopt good practice and use this process effectively to extend effective approaches across other subject areas.

Most staff teams analyse learner retention and attainment rates for each unit of the programme. They make good use of this process to identify aspects of programmes which are underperforming. They make adjustments to the sequencing of units and programme content to improve learner retention and attainment rates where these are low. However, in a few departments, the integration of units is not well-developed which creates duplication of activities and overburdening of assessments for learners. Some programme teams are not taking sufficient account of, or action to address this, within review and improvement planning processes.

Most programme teams use PI data to analyse learner performance by protected characteristics. A few colleges are using this very effectively and productively within evaluation and review processes to target and take forward actions for improvement. However, in most colleges this is not yet well developed. Programmes attract a high number of learners with dyslexia or similar barrier to learning. In some programmes a high number of learners have an identified additional support need. However, most programme teams do not analyse specifically the performance of these learners within evaluation activities. This results in teaching staff not taking sufficient action to ensure these learns continue to achieve high levels of success.

Almost all programme teams have effective arrangements in place to engage learners in evaluating the quality of their programme and wider learning experience. Most use a range of appropriate approaches to gain the views of learners, including focus groups, programme review meetings, tutorials and meetings with class representatives. Staff engage learners regularly in discussing what is working well in their programme and what could be improved. Learners are comfortable and confident about forwarding their views and suggestions for improvements and staff act quickly to address issues.

Contextualising learning to engage learners in shaping their own learning environment

Aberdeen College is creating new hairdressing, beauty and complementary therapies facilities. At the start of the planning process, staff identified that learners on the HNC Complementary Therapies programme require to undertake a unit on research methodologies. They took the opportunity to contextualise research activities to gather the views of learners on the types of facilities and resources which should be included in the new facility. Staff produced a brief for HN learners to research the views of all learners in the department, produce a written report and present their findings to college management and the facility project manager.

The HN learners worked in teams to plan and design approaches to carry out the research. They drew on their work placement experiences to compare different types of salon environments and corporate imaging. They researched disability websites to identify physical barriers for people and explored health and safety legislation. Learners drew on these activities to produce questionnaires which asked learners to evaluate the quality of the current facilities and resources and contribute ideas for improvements. HN learners coordinated focus groups to promote and explain the project to learners. Within this process, they highlighted the layout and availability of resources, types of learning and teaching approaches and access to facilities for learners who have a disability or restricted mobility.

Learners on all programmes completed questionnaires. HN learners collated the findings to produce a report which conveyed the views of learners on the types of facilities and resources they wanted included in the new facility. These included the teaching area being open-plan to enable learners to see the types of activities being undertaken by learners on other programmes and the inclusion of spa facilities to widen learners' employment options.

The HN learners presented their report to college managers who acted on the findings. The new facility is open-plan and includes a spa facility. Programme teams have drawn on the findings from the report to inform improvements and plans are in place to extend the questionnaire to other programme areas. All HN learners successfully attained the unit in research methodologies and increased significantly their knowledge of the industry as a result of their activities.

Most staff teams take account of the themes and principles of Curriculum for Excellence within evaluation and review activities. In some colleges, Curriculum for Excellence is well-embedded within review arrangements and staff are proficient and conversant with the themes and principles. In these colleges, staff teams draw effectively and creatively on themes of Curriculum of Excellence to link activities and inform future planning. There are some examples of staff teams incorporating these approaches very effectively at unit and programme level to drive forward developments. However, a few staff teams are not sufficiently familiar with, and do not take sufficient account of the principles and themes of Curriculum for Excellence when evaluating programmes and planning for improvement.

Almost all programme teams liaise with employers to gauge the effectiveness of their programmes. In most colleges these arrangements are informal and often provide valuable feedback which staff use productively to adapt and improve their programmes and practice. Almost all colleges host events and activities to engage with employers and inform them of the content and structure of programmes and the types of activities which learners are expected to undertake within work placements. However, these are not always well attended. Some departments have taken steps to address this and have established formal and systematic procedures for engaging employers in providing formal feedback on programmes and contributing to review activities. However, most programme teams do not involve employers sufficiently or systematically enough in their evaluation and improvement planning processes.

In some colleges, hairdressing, beauty and complementary therapies staff engage in activities to share effective practice with other departments. However this is not widespread. This results in colleges missing opportunities to harness and extend the many approaches applied by staff in hairdressing, beauty and complementary therapies which exemplify effective practice.

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8. Recommendations

Colleges **should:**

- collaborate with each other when planning provision to ensure learners have opportunities for progression; and

- promote the range of career and self-employment opportunities available within the industry effectively to schools and other key influencers.

Programme teams **should:**

- ensure that the management of in-house salon facilities provides learners with sufficient experience of commercial pressure;

- ensure that work placements provide learners with experiences which support and enhance effective learning;

- include development of literacy and numeracy skills within programmes;

- incorporate development of analysis, writing and research skills within FE level programmes to assist transition to HE level study;

- ensure promotion of equality and diversity and sustainability is included within programmes;

- ensure that programme units are integrated sufficiently to avoid duplication of activity and assessment;

- make sure Individual Learning Plans take sufficient account of work-based activities and specific skills and attributes learners require for working in the industry;

- ensure that staff are familiar with, and take account of, the principles and themes of Curriculum for Excellence when evaluating programmes and planning for improvement ; and

- involve employers systematically in evaluation and improvement planning processes.

Teaching staff **should:**

- take opportunities to promote equality and diversity and sustainability within class activities;

- use ICT resources effectively to support learning and teaching; and

- promote development of literacy and numeracy skills to all learners.

Awarding bodies **should:**

- ensure that assessment processes make appropriate use of technology; and

- continue to support colleges in applying approaches to integrate assessment to avoid duplication.

Skills Development Scotland (SDS) **and employers should:**

- work with colleges to assist in taking forward the recommendations within this report.

Education Scotland **should:**

- continue to monitor the progress made by colleges in taking forward the recommendations within this report; and

- monitor the impact of regionalisation to ensure that learners have appropriate opportunities for progression within their geographical area.
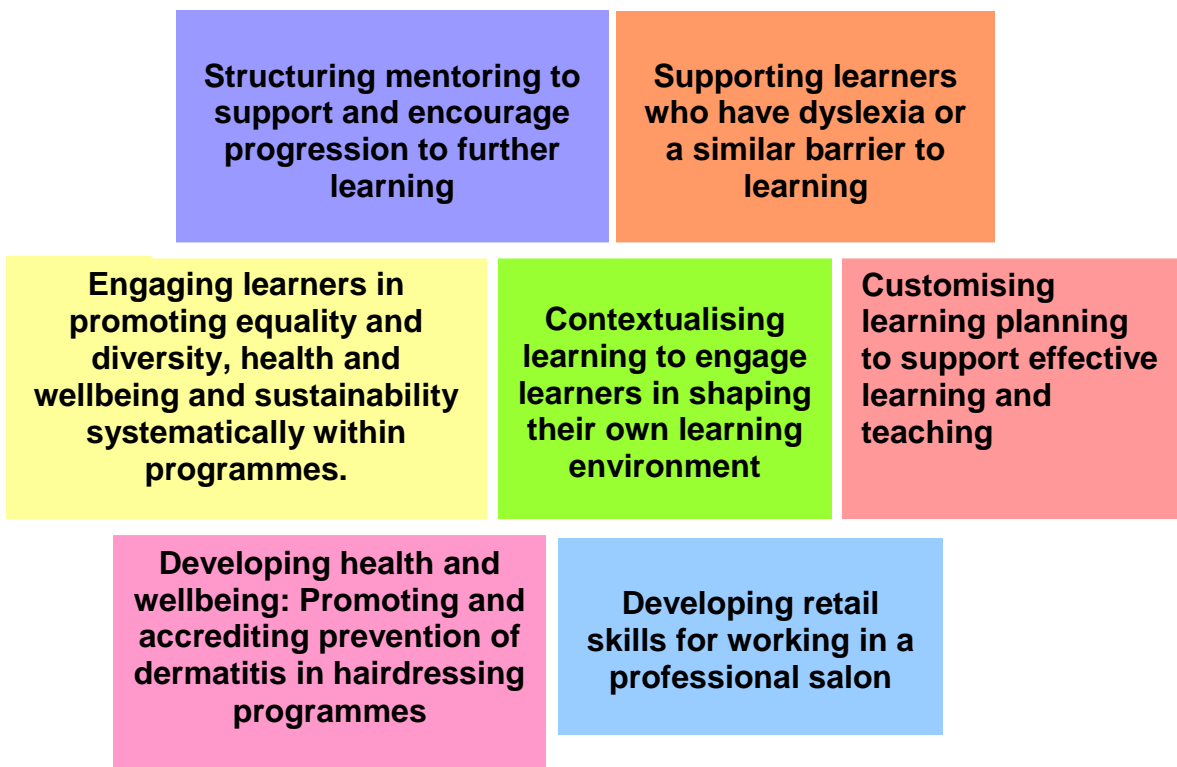
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9. Effective practice

During the fieldwork inspectors identified the following examples of effective practice.

- Clydebank College: Developing health and wellbeing: Promoting and accrediting prevention of dermatitis in hairdressing programmes.

- Moray College: Developing retail skills for working in a professional salon.

- John Wheatley College: Engaging learners in promoting equality and diversity, health and wellbeing and sustainability systematically within programmes.

- Moray College: Customising learning planning to support effective learning and teaching.

- Kilmarnock College: Supporting learners who have dyslexia or a similar barrier to learning.

- Clydebank College: Structuring mentoring to support and encourage progression to further learning.

- Aberdeen College: Contextualising learning to engage learners in shaping their own learning environment.

Structuring mentoring to support and encourage progression to further learning

Supporting learners who have dyslexia or a similar barrier to learning

Engaging learners in promoting equality and diversity, health and wellbeing and sustainability systematically within programmes.

Contextualising learning to engage learners in shaping their own learning environment

Customising learning planning to support effective learning and teaching

Developing health and wellbeing: Promoting and accrediting prevention of dermatitis in hairdressing programmes

Developing retail skills for working in a professional salon

Appendix 1

Colleges involved in the fieldwork for this report

- Aberdeen College

- Adam Smith College

- Clydebank College

- Edinburgh's Telford College

- Jewel and Esk College

- John Wheatley College

- Kilmarnock College

- Moray College

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Appendix 2

Hairdressing, beauty and complementary therapies sector level summary 2008/9 to 2010/11

Hairdressing, beauty and complimentary therapies sector-level PI summary
2008/09 to 2010/11

2008/09

Mode	Level	Enrolled	Funded	Completed including non-assessed	Completed excluding non-assessed	Successful excluding non-assessed	Early Retention	Student Retention	Success
FT	FE	5,754	5,034	4,066	4,066	3,576	87%	81%	88%
FT	HE	1,412	1,307	1,115	1,115	1,009	93%	85%	90%
PT	FE	13,046	12,058	11,113	7,191	5,843	92%	92%	81%
PT	HE	636	604	563	563	512	95%	93%	91%

2009/10

Mode	Level	Enrolled counting towards ESR	Funded counting towards ESR	Funded	Completed including non-assessed	Completed excluding non-assessed	Successful excluding non-assessed	Early Retention	Student Retention	Success
FT	FE	6,108	5,587	5,574	4,445	4,388	3,929	91%	80%	90%
FT	HE	1,419	1,322	1,343	1,155	1,153	1,044	93%	86%	91%
PT	FE	11,708	11,108	11,081	10,114	6,649	5,668	95%	91%	85%
PT	HE	601	557	557	514	511	450	93%	92%	88%

2010/11

Mode	Level	Enrolled counting towards ESR	Funded counting towards ESR	Funded	Completed including non-assessed	Completed excluding non-assessed	Successful excluding non-assessed	Early Retention	Student Retention	Success
FT	FE	6,558	5,935	5,933	4,881	4,840	4,408	91%	82%	91%
FT	HE	1,380	1,299	1,402	1,241	1,239	1,118	94%	89%	90%
PT	FE	11,254	10,641	10,621	9,619	7,307	6,174	95%	91%	84%
PT	HE	728	680	671	616	613	577	93%	92%	94%

In 2008-09, SFC revised the definition of success, to take account of programmes which were designed where learners were not to be assessed.

Early retention figures from 2009-10 exclude courses where the funding qualifying date was reached in the previous academic year. This is a change in definition from 2009-10.

Student retention figures are not directly comparable from 2009-10 to earlier years. This category includes the following outcome from 2009-10: 'Completed programme/course, student not assessed although programme/ course designed to be assessed. Studying on a flexible open learning programme'.

Appendix 3

Glossary of terms

FE	Further Education
HE	Higher Education
HMI	Her Majesty's Inspector
HMIE	Her Majesty's Inspector of Education
HN	Higher National
HNC	Higher National Certificate
HND	Higher National Diploma
ICT	Information and Communications Technology
ILA	Individual Learning Account
ILP	Individual Learning Plan
NC	National Certificate
NQ	National Qualification
PI	Performance Indicators
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
SFC	Scottish Funding Council
SQA	Scottish Qualifications Authority
SUM	Student Unit Measurement
SVQ	Scottish Vocational Qualification
VLE	Virtual Learning Environment
VTCT	Vocational Training Charitable Trust

Useful resources

We have a number of resources available from our website which you may find useful.

The Journey to Excellence
http://www.journeytoexcellence.org.uk/index.asp
An online digital resource for professional development which contains movies which exemplify aspects of excellence across a wide range of education sectors and partner agencies, summaries of educational research and the perspectives of well-known national figures and educational professionals and researchers.

Habia
http://www.habia.org
Habia is the government-appointed standards setting body for the UK and creates the standards which form the basis of sector related qualifications.

External quality arrangements for Scotland's colleges - August 2012
http://www.educationscotland.gov.uk/inspectionandreview/Images/QFivAug2012_tcm4-727426.pdf