

NHTA Limited

Report following a monitoring visit to a 'requires improvement' provider

Unique reference number:	53671
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Inspection dates:	7 and 8 August 2024
Type of provider:	Independent learning provider
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Monitoring visit: main findings

Context and focus of visit

NHTA Limited was inspected in August 2024. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

NHTA Limited (NHTA) is an independent learning provider predominantly offering hairdressing standards-based apprenticeships. At the time of the visit, there were 94 apprentices. Of these, 42 were level 2 hairdressing professionals, 35 were level 3 Advanced and Creative Hair Professionals, 10 level 2 barbering professionals, and seven level 7 senior leaders.

Themes

What progress have leaders made to ensure areas for improvement are actioned swiftly and effectively? **Insufficient progress**

Leaders have introduced a range of actions to address weaknesses identified at the last inspection. However, they do not monitor the impact of these actions sufficiently. As a result, they have not fully rectified all areas for improvement that were identified. Leaders are not able to demonstrate the impact of their actions.

Improvements to address the quality of teaching have been too slow. Despite professional development sessions on metacognition, curriculum sequencing and assessment, the pace of improvement is not quick enough. Tutors' teaching, and planning for learning, are not of a consistently high quality.

Leaders do not ensure that all aspects of the quality of education and training are monitored closely. Sampling and internal verification processes are in place to ensure compliance. However, they do not ensure that training sessions are of a consistently good standard.

Leaders' approach to reviewing the quality of teaching is too limited. Managers complete formal and informal lesson observations to measure teaching quality. However, observations do not appropriately scrutinise the quality of teaching. Outcomes and findings of observations are inconsistent. Tutors do not benefit from targeted training opportunities to improve their teaching skills.

What progress have leaders and managers made to ensure tutors plan and teach lessons in a logical order, taking into account apprentices' starting points, to help them build and retain substantial new knowledge and skills?

Insufficient progress

Leaders and managers do not ensure the curriculum for apprentices is appropriately sequenced. Apprentices do not learn essential skills, such as cutting and colouring, early enough in their training. This limits their workplace opportunities as they do not have sufficient opportunity to practise and master these complex skills. As a result, too many apprentices do not develop their skills quickly enough.

Too many tutors do not plan lessons effectively. Tutors do not use apprentices' starting points to inform lesson content. They do not make appropriate adjustments to ensure lessons are challenging for all apprentices. Too many apprentices do not develop substantial new knowledge and skills.

Tutors' use of assessment varies too much. They do not use effective strategies to check that apprentices have a secure understanding of key topics. Too many tutors do not use questioning effectively to explore apprentices' depth of knowledge. In a small number of cases, apprentices' understanding of basic information is incorrect. For example, apprentices cannot correctly explain the volume of developer to use when lifting hair colour.

Strategies to ensure apprentices retain knowledge and skills are underdeveloped. Apprentices often have difficulty recalling key information, for example the lifting principles of hydrogen peroxide, despite completing this recently. A few tutors use helpful strategies to embed knowledge. In these cases, apprentices recall information well.

What progress have leaders made to ensure apprentices benefit from comprehensive and effective careers advice and guidance, so that they are well informed about their next steps and career opportunities?

Reasonable progress

Leaders have sensibly adjusted their careers planning and guidance model since the previous inspection. Apprentices are introduced to career planning and long-term career goals early in their apprenticeship. They complete helpful tasks to plan their short- and long-term career goals.

Leaders frequently share useful information on career opportunities with apprentices. Apprentices benefit from advice on a range of career options, for example being self-employed and how to become a salon owner.

Tutors have frequent and informative careers talks with apprentices during review meetings. Most apprentices find these discussions useful and understand the range of options available to them in the future.

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