



Education and Training  
Inspectorate

## Training for Success and ApprenticeshipsNI Provision in Hair Academy

Report of an Inspection in  
February 2015

**eti**

*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

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## 1. Context

The Academy of Hair and Beauty (Hair Academy) is a privately owned company, established in 1980. In 2001, a merger took place between the Belfast College of Training and Education and the Hair Academy with the outcome that these organisations trade as separate companies under the trading name of the Academy of Hair and Beauty and operate under separate training contracts with the Department for Employment and Learning (Department). The organisation is contracted by the Department to provide the Training for Success and ApprenticeshipsNI programmes. Currently, it delivers these programmes in the professional and technical area of hairdressing.

The Hair Academy operates five centres throughout Northern Ireland; two are in Belfast and the others are in Ballymena, Newry and Portadown. The organisation currently has 64 staff. The senior management team comprises of the chairperson and the managing director, who are supported by two assistant managers, a quality assurance manager and three centre managers. The managing director reports to the Board of Directors.

At the time of the inspection, 198 apprentices were registered on the ApprenticeshipsNI programme, 53 of them at level 2 and 145 at level 3. In addition, 249 trainees were registered on the Training for Success programme. Of these, 17 were legacy<sup>1</sup> trainees on the Skills for Work (12) and Programme-Led Apprenticeship (5) strands of Training for Success. The remaining 232 trainees were registered under the 2013 programme; of these, 35 were on the Skills for Life strand and 195 on the Skills for Work strand, 51 at level 1 and 144 at level 2.

The entry profile of the trainees and apprentices on the Training for Success and ApprenticeshipsNI programmes is low. Based on the data provided by Hair Academy, 66% of the trainees and 49% of the apprentices hold no prior formal qualifications at level 1 or 2 on entry to their programme. A minority, 20% of the trainees and 25% of the apprentices, entered their training programme with four or more General Certificates in Secondary Education (GCSEs), or equivalent, at grades A\* to G. The organisation reports that many of the young people who register with them have a range of barriers to learning; 20% have additional learning needs and 16% have personal and social development needs.

## 2. Overall finding

Overall, the quality of training provided by the Hair Academy is outstanding.

Overall Performance Level	Outstanding
Achievements and Standards	Very Good
Quality of Provision for Learning	Outstanding
Leadership and Management	Outstanding

Professional and technical areas performance levels	
Hairdressing	Outstanding
Essential Skills	Very Good

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<sup>1</sup> The Legacy Training for Success programme was introduced in 2007 and was superseded by the Training for Success 2013 programme.

## **What does the Hair Academy need to do to improve?**

- to extend the use of self-evaluation, particularly in the essential skills, to facilitate and promote further reflection and sharing of best practice in teaching, training, learning and assessment; and
- to continue to implement appropriate strategies to further improve the average retention rates, particularly across the level 2 apprenticeship provision.

### **3. Key findings of the inspection**

#### **3.1 Achievements and standards are very good.**

Almost all of the trainees and apprentices make very good progress in their training and learning. The tutors and senior managers set high expectations with regard to the attendance, behaviour and achievement of the trainees and apprentices. Attendance at directed training and in the workplace is well-monitored and mostly very good. The behaviour and attitude to learning of the trainees and apprentices is exemplary. The organisation provides a well-planned curriculum which encourages and challenges the trainees and apprentices to achieve beyond the minimum required in their frameworks.

The standards of the trainees' and apprentices' literacy, numeracy and information and communication technology (ICT) skills are mostly very good. Most of them develop occupational skills at a high level. The standard of work in their portfolios of evidence and in the workplace is mostly very good. The quality of the trainees' and apprentices' written work, within the professional and technical area and in the essential skills, is also very good. The evidence is clear that the trainees and the apprentices demonstrate increasing degrees of confidence in their spoken communication and in their interactions with tutors, employers and others in the workplace, including clients in the salons. Most of the trainees and apprentices develop very effective commercial, industry-standard hairdressing skills and they have an appreciation of contemporary hairdressing and fashion trends.

Over the last four years, based on the information supplied by the Hair Academy, most (81%) of the trainees on the Training for Success programme are retained, and almost all of those who stay achieve their target qualification. The average retention rate on the Skills for Your Life strand over this period is very good at 74% and it is outstanding at 82% on the Skills for Work level1strand. Over the same period, the average retention rate on the Programme-Led Apprenticeship strand is very good at 81%. Almost all (99%) of the trainees who complete their training progress to further training or employment. The average retention rate on the ApprenticeshipsNI programme is good at 74%, and all of the apprentices who stay achieve. The average progression rate for those apprentices who complete their training is outstanding at 98%. Over the last four years, the average achievement rate in the essential skills of literacy and numeracy is outstanding at 100%. The achievement rate in the essential skill of ICT is also outstanding at 100%.

During 2012/13, the average rate of retention on the ApprenticeshipsNI programmes was good at 70%. This has been appropriately identified by the organisation as an area for improvement and a range of strategies and actions have been introduced to address this. As a result, the retention rate is currently very high for the existing apprentices. All of the apprentices who stay achieve the full framework.

### **3.2 The quality of the provision for learning is outstanding.**

There is an appropriate and well-planned curriculum that is very well matched to the individual needs of the trainees and apprentices, most of whom progress, to further training or employment. The trainees and apprentices engage positively in a well thought out programme of directed training which enables them to develop high level occupational skills along with an enhancement of their employability and essential skills of literacy, numeracy and ICT.

A key strength of the provision is the curriculum enrichment activities and events which provide excellent opportunities for the trainees and apprentices to enhance their occupational, employability and personal development skills. These include sessions on drug and alcohol awareness, anti-bullying, mental health and well-being, as well as additional training and accreditation in nails and Indian Head Massage.

In all of the directed training sessions observed during the inspection, the quality of the teaching, training and learning was good or better, with 70% of the sessions observed being very good or outstanding. The outstanding and very good sessions were characterised by highly effective planning, active and interactive learning and the use of a range of suitably contextualised activities to engage and motivate the trainees and apprentices. An appropriate focus is placed on the development of the trainees' professional and technical skills, but also on their personal, social and essential skills. The quality of the essential skills provision is very good. This is characterised by excellent relationships between tutors and the trainees and apprentices and a clear commitment to their learning and progression. Many good examples were observed of the professional and technical tutors providing opportunities for the trainees and apprentices to apply and develop further their essential skills through extended writing and a focus on numeracy within the vocational area.

The quality of the workplace training is consistently very good or better. The tutors monitor closely the trainees' and apprentices' progress. Employers are extremely supportive of the Hair Academy and provide the trainees and apprentices with extensive opportunities to develop a wide range of professional and technical skills at an appropriate level. A high priority is given to providing very good workplace experiences for the trainees on the Training for Success programme. The monitoring officers and tutors work hard at acquiring and sustaining suitable and supportive work placements for the trainees and also ensuring a close match between the work placement and their interests, needs and capabilities. At the time of the inspection, most (85%) of the trainees were in suitable work placements. A wide range of appropriate strategies are in place to support the trainees and ensure they make progress in their workplace training and experience. For the minority of trainees not in a placement, the organisation provides an effective 'out of placement' provision including a range extra training activities to improve their work-readiness along with 'in-house' experience in the salon environment. Through the well-supported work placements, almost all of the trainees develop and apply very good professional and technical skills and enhance considerably their employability and interpersonal skills.

The quality of the arrangements for the care, guidance and support of the trainees and apprentices is outstanding. There is a strong inclusive ethos across the organisation which permeates all aspects of the provision. The organisation provides all of the Training for Success trainees with a well-structured programme of employability and personal and social development, which effectively meets their individual needs and widens their understanding and awareness of the impact and consequences of their behaviours. The processes and systems for identifying and managing individual support needs are well-established and effective. A coherent approach to planning, identifying, reviewing and supporting the trainees' individual needs is in place and works well. As a result, almost all of the trainees and apprentices overcome successfully many of their barriers to learning and progression.

The quality of the pastoral care provided for the trainees and apprentices is also outstanding. The managers and tutors demonstrate a strong commitment to meeting the pastoral care and welfare needs of the trainees and apprentices, in order that they can achieve to their full potential. Despite a profile of generally low prior qualifications on entry, almost all of the trainees and apprentices engage effectively with their programme of learning and they report positively on their learning experiences. Trainees and apprentices have very good access to an appropriate range of support services, including Disability Action and counselling services. All of the responses from the online questionnaire and discussions with the trainees and apprentices were positive about the extent, quality and positive impact of the support they receive. Staff work hard to establish collaborative links with the parents or carers of the trainees to help them to remain on their training programme. A comprehensive and well-planned induction programme is in place, which does much to set high expectations and underpins the positive, learner-centred ethos. The organisation has put in place an effective personal development curriculum and additional beauty training for the hairdressing trainees which enhances significantly their experiences. The organisation has also introduced provision such as a breakfast club and a scholarship scheme which allows identified trainees and apprenticeships to complete their qualifications outside the funding timeframe. Good arrangements are in place to listen to the learner's voice which allows the trainees and apprentices to have an input into decision making across all of the centres.

The quality of careers education, information, advice and guidance is outstanding. The level and extent of the careers support is aligned well to the professional and technical area and ensures effective individual career planning and guidance. There is a time-tabled programme of careers advice and guidance which is an integral part of the curriculum and meets well the needs of trainees and apprentices. All of the trainees and apprentices are provided with opportunities to gain experience of the world of work and skills development through effective work-related learning, participation in competitions and projects, practical activities, a broad range of guest speakers and employers, and inputs from relevant professional hairdressing bodies. These arrangements enable almost all of the trainees and apprentices to make effective career decisions and to gain access to relevant work placements and viable progression pathways.

The quality of the trainees' and apprentices' personal training plans is mostly very good, they are individualised and effective working documents which are used to good effect to monitor and track the trainees' and apprentices' occupational, personal and social development. They are enhanced by the use of the feedback folder reflecting employer buy-in and a cover sheet to record detailed pre-entry information. The reviews of the trainees' and apprentices' progress are systematic and progressive and set appropriate targets. The contact with employers is regular and their input into planning for progression is a key strength of the provision. The level of planning for and tracking of the trainees' and apprentices' development of occupational and transferable skills is detailed and systematically recorded within the quality assurance procedures. As a result, almost all of them make good progress in their training and learning and in addressing any barriers to learning.

### **3.3 The quality of leadership and management is outstanding.**

The leadership and management of the Hair Academy is highly effective. The chair of the board of directors and the managing director have a clear vision and well-defined strategic priorities for the organisation. The senior managers and staff are well-supported by the board of directors which is highly committed to the work of the organisation.

The Hair Academy is successfully managed by the managing director who is supported well by a team of highly motivated assistant managers, co-ordinators, tutors and support staff. The organisation is strongly learner-centred with an ethos of raising aspirations and meeting the needs of a changing profile of trainees and apprentices. The curriculum planning is highly effective and well-developed to reflect the industry standards, ensuring a breadth of opportunity and an industry-relevant experience for trainees and apprentices.

The channels of communication within and across the five centres, are well defined and effective. Regular meetings are held with staff, at all levels, to share information. The staff are appropriately qualified and experienced in their professional and technical area and work hard to support the trainees and apprentices. The organisation places a high priority on the continuing professional development of staff. It is noteworthy that 24 staff have already completed the Certificate in Teaching. A key strength of the organisation is the innovative on-going continuous professional development programme for staff including the further development of the Cathy Short Theatre for additional training opportunities; this has been extensively supported by employers, the local community and the hairdressing sector.

The Hair Academy has developed high quality, collaborative links and partnerships, particularly with a wide range of employers, and these are used well to inform strategic planning, curriculum development and to enhance the quality of the learning experiences provided for trainees and apprentices. Effective links and working relationships also exist with a range of support agencies to support the trainees and apprentices in the development of important life skills to underpin their training.

The quality of the accommodation, equipment and learning resources is of a very high standard. New accommodation has recently opened in Ballymena. There is ongoing and significant investment in industry-leading premises and learning resources which have ensured that the Hair Academy is innovative and sector-leading across its training provision. The accommodation is well-maintained across all the centres to meet the needs of the trainees and apprentices.

The self-evaluation and quality improvement planning processes, at all levels, are well-established and embedded, and underpin effectively ongoing quality improvement. The quality assurance team and specifically the monitoring officers play a pivotal role in facilitating, challenging and supporting curriculum teams to reflect on their practice in order to inform effectively the self-evaluation and quality improvement planning processes. The management team and the quality assurance staff have worked hard with all staff to raise their capacity for self-evaluation and this has brought increased rigour to the process. The organisation involves to good effect the range of external stakeholders in the self-evaluation process. A robust management information system presents data in an easily accessible format that is analysed and used to good effect to monitor and evaluate the quality of the provision.

The arrangements for safeguarding vulnerable groups comply comprehensively with the Safeguarding Vulnerable Groups (NI) Order 2007. The Hair Academy's safeguarding policy is in line with current legislation and appropriate policies are signposted for all trainees and apprentices during induction. The organisation has developed a comprehensive range of appropriate policies including anti-bullying, e-safety and health and safety which underpin the high quality of the care, guidance and attention given to the well-being of the trainees and apprentices. Information regarding the designated safeguarding personnel is displayed prominently throughout the premises.

#### **4. Conclusion**

Overall, the quality of the training provided by the Hair Academy is outstanding. The organisation is meeting effectively the educational and pastoral needs of the learners; and has demonstrated its capacity for sustained self-improvement.

#### **5. Professional and technical area reports**

##### **5.1 Essential Skills**

###### **Key Findings**

In the essential skills, the quality of training provided by the Hair Academy is very good.

###### **Context**

Essential skills training is provided in literacy, numeracy and information and communication technology (ICT) up to and including level 2 for the trainees and apprentices. At the time of the inspection, 77 apprentices and 178 trainees were undertaking training in at least of one the essential skills.

###### **The achievements and standards are very good.**

The trainees and apprentices are all making good progress in their learning which is having a positive impact on their confidence and self-esteem. The attendance at essential skills sessions is mostly good, although it varies between the centres and in a minority of sessions is just satisfactory.

The standard of most of the trainees' and apprentices' oral skills is mostly very good and they transfer and apply these skills to good effect in the workplace. The standard of most of the trainees and apprentices' written work, in the essential skills and in their professional and technical portfolios of evidence, is good or better. Most of them are able to apply to good effect their numeracy skills in professional and technical work, for example, they are able to work out ratios to mix the components required for colouring products. The trainees develop and apply a broad range of ICT skills, they achieve good standards of work in the ICT essential skill and acquire a good knowledge and understanding of contemporary issues such as cyberbullying.

The outcomes in the essential skills are high. It is a strength that all of the trainees and apprentices who stay on their programme achieve the essential skills. For those who completed their training in the last year, 58% of them achieved an essential skill at a level higher than that required by the framework.

###### **The quality of the provision for learning is very good.**

The tutors have high expectations of the trainees and apprentices and are highly supportive of them. Relationships are good, underpinned by mutual respect. The quality of the teaching and learning in all of the directed training sessions observed was good or better, with one-third of them being very good or outstanding. In literacy and numeracy, there is an appropriate focus on the development, consolidation and application of the trainees' and apprentices' essential skills, with appropriate strategies for improvement which include



encouraging them to read more and to improve their basic understanding of number work. The tutors prepare well, the lessons are well-sequenced, engaging and include very good use of relevant vocational contexts. Good use is made of ILT in most of the classes. In a small number of the lessons observed, opportunities for group work were missed, the more able were not sufficiently challenged and the questioning strategies were too narrow.

The essential skills tutors work well with the professional and technical tutors to develop good quality resources to support teaching and learning. The tutors in employability and personal and social skills provide the trainees with good opportunities to further develop their literacy, numeracy and ICT skills. The standard of professional and technical work is enhanced through the effective integration of ICT into their classwork.

While the timetabling arrangements vary across the various centres, they are learner-centred and well-planned to ensure that the class duration is appropriate for the ability levels of the trainees and apprentices. The composition of the essential skills classes is well-planned with no more than two levels in any class; this underpins the effective support available to the trainees and apprentices. There is appropriately targeted additional one-to-one support provided for those who require it. Those apprentices who require essential skills training have to attend classes during part of their hairdressing theory time and this should be reviewed.

### **The quality of the leadership and management is very good.**

The leadership and management of the provision is very effective. The essential skills co-ordinator works hard to ensure an inclusive, supportive and pastorally supportive provision while setting appropriately high expectations for good quality teaching, learning and achievement. Social media is used to good effect to celebrate success by the trainees and apprentices in the essential skills.

Lines of communication across the centres and the essential skills team are very good and the tutors across all of the centres are well supported in their work. The essential skills tutors meet regularly to discuss a range of issues including assessment, teaching and learning strategies and to share practice and resources.

The organisation invests in relatively small class sizes and has created a very positive learning environment. Initial and diagnostic assessments are carried out shortly after applications are received and normally before July, to allow for planning and timetabling. As a result, the classes are appropriately structured from the start of the year.

The tracking of the trainees' and apprentices' progress is regularly monitored and effective. Appropriate strategies have been implemented to improve attendance, including the use of text messaging to remind the trainees when essential skills classes are taking place.

The tutors are all well-qualified and have good experience in the delivery of the essential skills. Good opportunities for continuing professional development are provided. New tutors are well supported by experienced colleagues and have the opportunity to observe practice and participate in team-teaching sessions. The essential skills team have been involved in a pilot micro-teaching scheme which has proved to be a useful tool to improve the quality of the teaching and learning and sharing of good practice.

The self-evaluation processes and quality improvement planning need to be further strengthened. While most of the strengths and areas for improvement have been identified, the impact of new strategies on the provision need to be evaluated more effectively.

## **5.2 Hairdressing**

### **Key findings**

In hairdressing, the quality of training provided by the Hair Academy is outstanding.

### **Context**

The Hair Academy offers the professional and technical area of hairdressing on all strands of the Training for Success programme and at levels 2 and 3 on the ApprenticeshipsNI programme.

### **Achievements and standards are very good.**

Most of the trainees and apprentices develop commercial hairdressing skills at a high level. They have an appreciation of contemporary hairdressing in its widest sense, including an awareness of fashion and clients' lifestyles. They regularly produce work that is well above the standard required by their targeted qualification. The trainees, for example, are able to demonstrate an ability to colour hair using different techniques, whilst in a practical hair cutting session apprentices are able to demonstrate advanced cutting techniques to a high standard. The trainees and apprentices frequently display their creative skills to good effect in competitions and hair shows and in preparing hairdressing models for photographic sessions. The trainees and apprentices are all making good progress in their learning and demonstrate high levels of enthusiasm about their work. They have a positive attitude to their clients and to the hairdressing industry. The development of their interpersonal skills is very good. All trainees and apprentices give a high priority to working safely, hygienically and professionally to reflect best industry standards.

The outcomes are outstanding at 100% on both the Training for Success and the ApprenticeshipsNI programmes, and the average progression rate for those who complete their training is outstanding at 99%. It is a strength that all of the trainees and apprentices who stay on their programme achieve the full framework.

### **The quality of the provision for learning is outstanding.**

The trainees and apprentices are provided with a well-planned and individually focused training programme. The tutors have high expectations of the trainees and apprentices and encourage them to experiment with different techniques to help them develop their practical skills and creativity. The trainees and apprentices are inspired by their tutors who regularly use innovative practices which challenge and test their ability to solve well thought out problems. The tutors promote an extremely supportive and positive learning environment which is conducive to effective learning.

Tutors are well-qualified and skilled and are enthusiastic about helping trainees and apprentices develop their skills to a high standard. They are competent and use their salon experience to illustrate key learning points. The quality of teaching, training and learning in all of the directed training sessions observed was very good or better; with a majority (55%) of them outstanding. The tutors use a wide range of training and learning strategies effectively to demonstrate hairdressing techniques and to stimulate and engage the trainees and apprentices. Very good use is made of ILT in most of the directed training sessions to enhance and enliven the training and learning.

The trainees and apprentices are provided with an outstanding range of additional learning opportunities that add significant value to their learning experiences. The opportunities include product seminars by manufacturers, participation in competitions, Indian head massage, motivational talks by leading industry experts and attendance at specialist courses such as up-styling and avant-garde cutting. Of particular note, most of the trainees and apprentices receive on-the-job training in salons that operate to a high commercial standard. The monitoring and review process is thorough and effectively involves employers to inform the curriculum delivery and reflect industry-specific skills development for the trainees and apprentices. Employers are actively involved in planning specific in-salon training which supports well the trainees' and apprentices' skills development. Most of the personal training plans are effective working documents and are regularly updated as units are achieved. The trainees and apprentices receive exceptional individualised support. They have access to excellent accommodation and facilities which reflects the best industry standards and equipment. In addition, the trainees and apprentices use a very good range of retail products that enables them to develop their retail sales skills.

### **The quality of the leadership and management is outstanding**

The leadership and management of the provision is highly effective and is demonstrated by a clear commitment to excellence in training. There are well-defined roles of responsibility within the five centres and this structure effectively supports the objective of the organisation to deliver excellence. The quality of the learning environments and the provision of appropriate industry-standard resources is outstanding, meeting the learning needs of trainees and apprentices effectively.

Planning of the links between on and off-the-job training are particularly effective. Lines of communication across the centres and with employers are excellent. There are clear expectations of the salons the Hair Academy works with particularly in terms of the training they will provide. It is clear that the employers understand well the role they play in the training process. The tutors are very well supported in their work. Strong emphasis is placed on providing opportunities for them to engage in relevant continuous professional development. Tutors are encouraged to attend regular skills updating and product seminars. As a result, the trainees and apprentices benefit and learn from the breadth of the tutors' knowledge and expertise. The high quality of curriculum planning is a strength of the provision and is reflective of current industry needs. The training programmes are matched well to the specific needs of the trainees and apprentices, and provide them with the relevant skills and additional accreditation that well exceed the requirements of their training framework. Internal verification is well-planned and robust. The production of the self-evaluation and quality improvement plan is a well-established, effective process within hairdressing. The trainees and apprentices and their employers are central to the process. The quality improvement plan sets challenging but achievable targets for further improvement.

## **6. Inspection method and evidence base**

The inspection focused on:

- the quality of the leadership and management of the organisation;
- the effectiveness of the self-evaluation and quality improvement planning processes;

- the achievements and standards; and
- the quality of provision for training and learning.

The key questions and quality indicators which guide inspection and self-evaluation in these aspects of training supplier organisations, which were applied to this inspection, are available in the ETI's publication *Improving Quality: Raising Standards Work-based Learning* <http://www.etini.gov.uk/index/improving-quality-raising-standards/improving-quality-raising-standards-iqrs-work-based-learning.htm>

A team of six inspectors observed a total 27 directed training sessions and 12 employers were interviewed. Twenty-six trainees were interviewed in two focus groups. The inspectors also held discussions with the managing director, the quality assurance manager, the assistant managers, the curriculum managers, tutors, assessors and monitoring officers. In addition, the inspectors examined samples of the trainees' and apprentices' work, tutors' schemes of work and lesson plans and personal training plans. The organisation's self-evaluation report and other relevant documentation were also scrutinised.

The inspection also focused on the arrangements for care, support and guidance and safeguarding of vulnerable groups. The arrangements for the inspection included the opportunity for the trainees and apprentices to complete a confidential questionnaire prior to the inspection.

Questionnaire	Number issued	Number returned	Percentage returned (%)	Number with comments
Trainees/apprentices	350	254	73%	122

The majority of responses from the online questionnaires were highly positive about the strength of support that the trainees and apprentices receive. There was a significant emphasis on their level of enjoyment in attending training, the practical work and the modern salons. There were a few (3%) comments relating to the lack of lunch time facilities. This was the only issue raised in the responses and relates to the Portadown and Ballymena centres.

## 7. Information about Hair Academy

### Current registrations by programme

Programme	Number of trainees and apprentices	% of total registrations
Training for Success	249	100%
ApprenticeshipsNI level 2	53	100%
ApprenticeshipsNI level 3	145	
Total	447	100%

### Current registrations by professional and technical area

Professional and technical area	Number of apprentices	Number of trainees	% of total registrations
Hairdressing	198	249	100%

## Qualifications of current learners on entry to their programme

Qualifications of current trainees/apprentices on entry to their programme	Training for Success %	ApprenticeshipsNI %
% of learners with 4 or more GCSEs or equivalent at Grades A*-C including English and mathematics	7%	13%
% of learners with 4 or more GCSEs or equivalent at Grades A*-C	13%	25%
% of learners with GCSE English and mathematics or equivalent at Grades A*-C	22%	39%
% of learners with 4 or more GCSEs or equivalent at Grades A*-G	20%	25%
% of learners with no qualifications	66%	49%

Note: All data was sourced from the Hair Academy at the time of the inspection.

### 8. Quantitative terms used by the ETI

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

### Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

Performance Level
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## Key Performance Indicators

<b>Key Performance Indicators and Definitions</b>	
Retention	The percentage of enrolments at week 4 of year one who completed their occupational training framework, measured over the full duration of their course.
Achievement	The percentage of trainees/apprentices who completed their occupational training framework and who fully achieved their framework qualification.
Progression	The percentage of successful completers who progressed to further/higher education/training or employment.

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