

Centre Name      White Rose Beauty  
   Colleges

Area of Expertise

**Beauty Therapy Level 2 and 3**

“White Rose teaching staff are a very enthusiastic and cohesive team, and due to the nature of the profession, most staff are actively engaged in salon work as well as education”

**Christine Clarke, Expert Industry Assessor, Habia**

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## Summary

### Background

White Rose Beauty Colleges were established in 1987 and are led by Principal Karen Lee-Cooke. Colleges are based in Huddersfield, Derby, Manchester, Sheffield, Leeds, Nottingham and Barnsley. The colleges train over 2000 students, of all ages, each year in beauty and complementary therapies. White Rose also offer opportunities for those interested in work based learning, such as apprenticeships. A 'flagship centre' with the awarding organisation Vocational Training Charitable Trust (VTCT) and a centre of excellence with International Therapy Examination Council (ITEC), White Rose Colleges have a mission statement 'Learning for Distinction'. To deliver bespoke training, linking closely with a wide network of employers.

### Findings

Students attending White Rose Colleges are able to access a very wide range of beauty, complementary, holistic and sports therapy programmes. The level of programmes enables potential students to choose a course which best suits their individual needs and career aspiration. Provision is highly flexible with courses offered as part time, full time and during the evenings.

### Conclusions

White Rose Colleges are recognised as a Centres of Expertise for the Beauty Therapy Level 2 and Level 3 courses it delivers. Students receive outstanding guidance and support throughout their learning programmes to enable them to achieve their dream roles in the world of beauty therapy. In particular, the unique and highly flexible arrangements for attendance enables students to combine new study with their home, lifestyle and family commitments.

## Introduction

### Habia Skills Academy

The Habia Skills Academy (HSA) for the Hair and Beauty Sector acts as a catalyst to address the sector's needs. HSA is an innovative provision, providing products and services that can be cascaded by collaboration with a network of excellent learning providers and other partners to reach the whole industry.

HSA priorities are to:

- raise the quality of the learning experience
- raise the aspirations of students by raising the skills of educators, ensuring educators can perform skills and have the know-how to teach skills at an inspirational and credible level
- raise employer expectations of the learning experience and students' capabilities
- raise respect and recognition for the sector in the eyes of Government and society in general.

In *specific* terms the HSA will do this by:

- identifying and signposting this excellent provision and providing e-learning solutions through an **online academy and website**
- creating a **network of Centres of Expertise** assessed and badged as providing high quality training and meeting industry needs
- driving and delivering **professional development for educators**, who will then cascade it within their centres so that employers and students can access the skills needed to meet client demand.

### Centre of Expertise

The aim of the Centre of Expertise recognition is to encourage all learning providers to deliver excellent learning and be recognised for this. Learning providers will become part of the HSA by working towards and achieving the HSA Centre of Expertise criteria. Underpinning all will be the requirements to possess, develop and maintain high quality staff, excellent technical skills, facilities and delivery and content of training programmes. They will be promoted through the HSA on-line academy and website. The need for an industry led approach has been strengthened by changes in the education inspection regimes to whole college/provider light touch assessments which do not focus or report on individual departments such as hair and beauty.

## Background / Course Overview

The Habia Industry Assessor Visit took place on 3 October 2014 at a White Rose College, located in Derby called The East Midlands College of Health and Beauty. This was during a normal day of training and operation of the business, therefore all evidence and observations witnessed by the Habia Industry Assessor were deemed to be naturally occurring.

White Rose Colleges offer an inclusive and wide range of beauty, sports, holistic and complementary therapies of all levels on a uniquely, flexible attendance basis enabling access to new career pathways for students from all walks of life. Courses vary from creative nail art to calming crystal therapy and from relaxing body therapies to energetic fitness instruction. The course offer supports increased employment prospects with students able to build a portfolio of skills over a period of time.

Tutors at the Colleges are highly qualified and very experienced with many still retaining employment in the beauty therapy industries. This has a positive impact and added value in their ability to impart their current, highly technical experience to students.

## Programme Details

White Rose Colleges are based in the North, North West and Midlands of the UK and are an influential provider of beauty therapy programmes from apprenticeships to short courses or full time programmes of study. The wide and diverse range of courses enables progression for all students, leading to the ultimate level of qualification enabling a rewarding and successful working life in beauty therapy.

The following information related to courses is correct at October 2014 and taken from the White Rose Colleges prospectus.

### Examples of course description and career opportunities

#### Nail Services

A selection of courses for beginners and advanced therapists designed to enable potential students to develop their skills in all aspects of this rapidly growing business. This course covers manicure; pedicure, artificial tip application and overlay systems to include gel, acrylic and silk, natural nail overlays and sculpting, corrective nail technology and nail art.

#### Course timetable

Course enrolment is flexible and normally offered in September, January and April. Other dates may be available. The courses can be fulltime or part time attendance and available during the day, evening, or at weekends.

#### Beautician Programme

The Beautician Programme specialises in the face and small treatments to the body. This is an Ideal course for potential students interested in a career in beauty therapy. This course covers anatomy and physiology of face, neck and specific body areas, skin analysis, cleansing and toning, facial massage, make-up, waxing, manicure, pedicure, eyelash/brow treatments, first aid and business management.

#### Course timetable

Course enrolment is flexible and normally offered in September, January and April. Other dates may be available. The courses can be fulltime or part time attendance and available during the day, evening, or at weekends.

#### Beauty Therapy/Electrical Epilation

This is the most comprehensive of all the beauty programmes, ensuring potential students that they have competent skills in all aspects of beauty therapy and electrical epilation. Throughout the course there will be a range of demonstrations from external companies showing the very latest techniques in the industry.

The course covers anatomy and physiology of the face and whole body, skin analysis, cleansing and toning, facial massage, make-up application, depilatory treatments, manicure, pedicure, nail technology, eyelash/brow treatments, body massage, nutrition, diet and exercise, professional electrical treatments to the face and body including vacuum suction, faradism, high frequency, galvanism, micro-current, steamers, microdermabrasion, heat treatment, first aid, business management and public relations.

### **Other short course and workshops**

White Rose Colleges offer an extensive range of short courses and workshops throughout the year. Highly experienced tutors lead these courses, which professionally accredited and certificated.

#### **Beauty**

- Nail Art
- Advanced Waxing Techniques
- Advanced Make-Up Techniques
- Eye-Lash Perming

#### **Holistic Therapies**

- Indian Head Massage
- Stress Massage
- Lymphatic Drainage Massage
- On Site Massage
- Introduction to Thai Massage
- Stone Therapy

#### **Additional Courses**

- Reiki Level 1 and 2
- Meridian Therapy (EFT) Level 1 and 2
- Crystal Therapy
- Chakra Balancing and Auric Healing
- Thermo-Auricular Therapy (Hopi)



## Results and Findings

### Standard 1: Technical skills

#### 1.1 Does the centre deliver technical skills that meet industry standards?

The Colleges offer a very wide and diverse range of courses for beauty and other therapies, enabling potential students to choose and develop a portfolio of skills which meet their career aspirations and lead to rewarding and successful roles in the beauty therapy industry. All programmes, including short courses are accredited by nationally and internationally recognised awarding organisations. Learning environments replicate the expectations of high quality commercial beauty therapy salons and provide students with a firm foundation for the development of industry required skills and knowledge.

#### 1.2 Does the centre work with industry to maintain current technical skills?

Many teaching staff at White Rose Colleges maintain their professional beauty therapy role in industry. This has a positive impact on the skills and knowledge they use in learning sessions, ensuring students have an up to date experience. In addition, the Colleges have direct links with influential national employers such as Steiner and Ragdale Hall. A testament to the high quality training provided by the Colleges is the number of local employers who recruit staff from the students completing their programmes provided by White Rose College.

#### 1.3 Does the centre continually update delivery to reflect latest industry developments?

Many of the teaching staff working in White Rose Colleges maintain their working life in beauty therapy salons, thus are able to support students with learning in the very latest industry developments. In addition, assessors and verifiers take part in a comprehensive programme of continuing professional development (CPD) to ensure their industrial skills are current and up to date. CPD records demonstrate a diverse range of CPD is carried out by staff across a range of beauty therapy areas. In addition, there is evidence which indicates that staff complete additional qualifications as part of their CPD programme.

### Standard 2: Quality of Staff

#### 2.1 Can the centre prove they have the right staff in position to deliver training?

The Habia Industry Assessor noted that the staff at White Rose are a very enthusiastic and coherent team who are both passionate and enthusiastic about their roles and responsibilities for teaching and learning. Staff hold appropriate and relevant qualifications for teaching, as well as for vocational expertise. Many combine teaching with their work in beauty therapy salons, ensuring they have current and up to date knowledge for the latest techniques and

technological developments. The Habia Industry Assessor was able to verify the highly appropriate range of CPD which is used to support the up-to-date knowledge and skills required by students entering the beauty therapy industry.

## **2.2. Does the centre have appropriately experienced named staff who work together to maintain excellent current skills?**

A clear management process ensures consistently good practice across all the White Rose Colleges. The Principal provides effective support for centre managers who in turn support the teaching staff which are all specialists within their subjects. Staff are aware of their individual roles and responsibilities. All teaching staff have extensive experience ensuring students make good progress.

The team hold regular and effective bi-monthly meetings and communicate to ensure the high standards are maintained throughout the various Colleges and to ensure adherence to the requirements for qualification and health and safety. In addition, tutors receive direct direction, updates and information directly from relevant awarding organisations. Team meetings are also successfully used to share good practice.

## **2.3. Does all the centre staff update their technical skills on an annual basis (Continual Professional Development (CPD))?**

The Habia Industry Assessor observed comprehensive records of extensive CPD for each member of staff. CPD records demonstrate a diverse range of CPD is carried out by staff across a range of beauty therapy areas. In addition, there is evidence which indicates that staff complete additional qualifications as part of their CPD programme, thus ensuring that staff, teaching, assessing or verifying beauty therapy qualifications are up to date with technical skills.

## **Standard 3: Qualifications and/or Training Programme Content**

### **3.1 Does the centre have evidence of high quality delivery over a two year period?**

Evidence generated from the Self-Assessment Report from White Rose Colleges indicates overall good success rates across all beauty therapy programmes, with some success rates, outstanding. Achievement rates are very high indicating that students retained at the Colleges successfully complete their programmes. Retention across all programmes is high and there are no discernible gaps in achievement across different student types. Furthermore, attendance is good across all programmes.

### **3.2 Does the purpose of each programme clearly relate to clients, students and industry needs?**

Students and clients benefit enormously from excellent realistic working environments which replicate the standards expected in the beauty therapy industry. Salons are open throughout the year, in the evening and at weekends. This supports students when training and enables them to recognise that being a therapist is not a 9-5 job. Students have a wide range of courses to choose from to ensure the programme meets their individual requirements and career aspirations. The qualifications offered are industry recognised and ensure that all who successfully complete their qualifications have the skills and knowledge to succeed in the beauty therapy industry.

### **3.3 Are the programmes regularly reviewed and updated?**

White Rose Colleges are committed to the process of continuous quality improvement. The process is clearly evidenced through an annual cycle of quality assurance activities, the rigorous self-assessment report and feedback from students and clients. Student feedback is regularly gathered throughout the students' learning journey such as prior to starting the programme, on programme feedback as well as exit feedback. Careful analysis reveals high levels of student satisfaction. White Rose respond positively to student feedback, making adjustments to any areas that require improvement and sharing the outcomes with students. The quality of learning sessions are monitored through observations by internal and external observers who measure the effectiveness of the learning taking place.

## **Standard 4: Facilities, Equipment and Resources**

### **4.1 Do the premises, facilities, equipment and materials provided meet the requirements of the training programmes?**

Facilities for students attending White Rose Colleges are very good. Classrooms are light and airy and training salons of an excellent standard, reflecting a professional, commercial appearance and are a good size, with ample room for the small group sizes. The awarding organisations confirm that White Rose Colleges have appropriate resources suitable for the professional delivery and provision of beauty therapy courses. Students have access to and benefit from a range of e-learning tools such as Smart Boards, laptop computers, iPads, E-Learning /on-line learning materials and assessment units and smart phones. Products used for clients are of a high quality and reflect those used in professional beauty therapy salons and spas.

## Standard 5: Delivery of Training

### 5.1 Does the centre deliver training that meets the standards set by industry?

White Rose is able to demonstrate they are consistent in their delivery of high quality courses led by highly professional staff with very current industry knowledge. All students and staff work safely and the health and safety requirements of the Colleges are checked by an external agency specialising in health and safety compliance. Student satisfaction surveys indicate very high levels of satisfaction with teaching and learning at the Colleges. Local employers are proactive in seeking students to join them as a member of staff when they have completed their training at White Rose Colleges.

### 5.2 Is the training both appropriate and inspirational for students?

The Habia Industry Assessor spoke to students who confirmed high levels of satisfaction with the training provided by White Rose Colleges. Students speak highly of the support they receive from a range of issues such as support for funding or for tailor made programmes to suit their individual requirements. The Habia Industry Assessor reported a student who was able to “*discover her talent*” by training with White Rose College on a bespoke and specially designed programme of study that could be accommodated with existing work and home life commitments.

### 5.3 Is there sufficient training space and staffing levels available to support students?

Training salons in White Rose Colleges are highly professional and meet the requirements set by the awarding organisations for the delivery of beauty therapy programmes. One to one attention is good with small group sizes, typically one tutor to eight students.

### 5.4 What sets the centre aside from other organisations?

White Rose Colleges are unique in their approach for ensuring students are able to access high quality training while, for many, maintaining their current work and home life commitments. Students are able to choose from a very wide range of modes of attendance from short, part time or full time courses. In addition, some can choose the work based learning route and become an apprentice in a beauty therapy salon. Students highly value the bespoke approach to programme planning and delivery, as well as the outstanding individual support and guidance they receive throughout their learning journey. In addition the wide range of options which span all aspects of beauty, sport and complementary therapies enables students to build a portfolio of skills providing access to rewarding and successful career.

**5.5 How does the centre ensure a student is at the relevant level on the completion of the programme?**

Success and retention rates across all programmes are outstanding and achievement is very high. Students are able to demonstrate their skills to employers and take a trade test to secure employment opportunities both locally and nationally. Students' skills are tested and assessed against the national standards for a range of qualifications offered as part of the programme. Assessment judgements are rigorously verified by internal and external quality assurers to ensure that the students have achieved skills and knowledge at the correct level.

**5.6 Do students have the opportunity to discuss and formulate their starting points, possible goals and relate these to learning opportunities which are acted upon?**

White Rose Colleges are able to offer a wide range of programmes, each tailored to the individual needs of students. This unique approach allows for flexible modes of attendance and a choice of learning programmes based on individual needs and career aspirations. All students have an interview prior to entry to ensure they are entering their training at a level appropriate to them. Students with previous experience who are able to demonstrate competent existing skills are able to have this learning accredited at the start of new learning programmes. The organisation has achieved Matrix Accreditation which demonstrates students have good and effective information, clear advice and guidance throughout their learning programmes.

**5.7 Do more than 85% of those who complete the programme/course also achieve the target qualification or course?**

White Rose Colleges are able to provide evidence which demonstrates that indicates overall excellent success rates across all programmes, with some success rates outstanding. Achievement rates are high indicating that students are retained successfully and complete their programmes. Retention across all programmes is high and there are no discernible gaps in achievement across different student types. Attendance is good across all programmes.

**5.8 Do more than 85% of apprentices who complete the course also complete all the outcomes of the apprenticeship framework, and are awarded the apprenticeship completion certificate?**

This point is not relevant to this particular application or report.

**5.9 Is there evidence to support the achievement of an 85% overall positive response from a random sample of students and/or employers that they are satisfied with the teaching service they have received?**

White Rose Colleges are able to evidence that there is very high levels of student satisfaction throughout the student journey which includes feedback prior to starting the programme, on programme feedback as well as exit feedback.

## **Standard 6: Organisation**

### **6.1 Are the roles and responsibilities of the delivery team, across all assessment sites, clearly allocated and understood?**

The team at White Rose Colleges are well informed and highly aware of their roles and responsibilities. Regular, bi-monthly team meetings are used to share good practice, standardise working practice and disseminate important and relevant information to maintain the high quality of beauty therapy programmes.

### **6.2 Are communication methods effective?**

The Habia Industry Assessor was satisfied that communication methods used at White Rose Colleges are effective. Communication is supported by effective and regular team meetings and continual updating through electronic communications within the College.

### **6.3 Has Health and Safety and Equal Opportunities been effectively embedded?**

The organisation adheres to the requirements for adequate insurance cover. Health and safety compliance is reviewed internally. Regular inspections take place from enforcement agencies who recognise the outstanding commitment to workplace health, safety and welfare. This is supported by the Health and Safety Manager and an external health and safety business service. There is an active health and safety culture. Staff and students adhere to the requirements for health and safety at all times, including the use of personal protective equipment. Staff are regularly updated on any changes in health and safety legislation through the good communication found in team meetings and by direct contact with awarding organisations. Equality and diversity is embedded in all aspects of beauty therapy with students practising skills on a wide range of client types. Learning programmes are inclusive and carefully planned, accounting for individual student needs and career aspirations. Marketing materials reflect the diverse nature of the beauty therapy industry.

### **6.4 Is there an established complaints policy available to student and customers?**

White Rose Colleges can demonstrate a comprehensive and effective process for handling any client complaints, which includes investigation of the cause of complaints and resolution to the satisfaction of clients. Students are fully aware of their appeals and grievance process which is kept in their Learner Handbook for ease of reference.

**6.5 Have all requests been complied with for access to premises, records, information, students and staff for the purpose of external monitoring by a HSA assessor?**

The Industry Assessor was able to confirm that all information, access to learners, access to staff records, training programmes and policies and procedures were made available on the day of the visit. All submitted evidence, as part of the application process, was corroborated by the Industry Assessor.

**6.6 Is there a named contact with responsibility for reviewing compliance with HSA criteria and notifying HSA of any relevant changes?**

Yes : Carol Edwards - Head of Compliance ( HSA)  
& Karen Lee-Cooke -Principal

## Conclusions and recommendations

### Conclusions

The beauty therapy provision at the White Rose Central Colleges demonstrate a consistently good and flexible approach to the delivery of beauty therapy programmes enabling potential students to accomplish their career aspirations. Highly motivating and enthusiastic staff motivate and encourage students to enable the best learning experience possible. The innovative approach to bespoke course planning positively impacts on students who are able to combine new learning with existing home, family and work commitments. The wide and diverse range of learning programmes available supports the acquisition of a wide portfolio of skills required for success employment in the beauty therapy industry. Therefore, White Rose Colleges are approved as a Centres of Expertise.

### Recommendations

White Rose Colleges must now continue with their highly professional practices demonstrated by staff and students which replicate that required by employers. Their well established and innovative approach to the development of access to learning through bespoke course planning should be maintained to ensure they continue to provide opportunities, which sets them aside from other organisations.

**White Rose Beauty College will receive their next moderation visit in October 2016 to ensure that they continue to meet the Centre of Expertise standards and criteria.**



