



**AHT Newsletter**  
**Summer 2007**

# W e l c o m e



Association of Hairdressers and Therapists

[www.ahtuk.piczo.com](http://www.ahtuk.piczo.com)

Hello, and welcome to the Summer edition of the Newsletter for the Association of Hairdressers and Therapists (AHT).

Hope you all had a great summer!

I recently attended the 43rd AHT seminar which took place in the North West at the Last Drop Village Hotel, Bolton from the 20th April to 22nd April 2007.

Once again, it was a very successful event with members attending from Scotland, England and Wales. The input from speakers was very well received and this newsletter summarises much of the information presented.

The seminar is such a useful event that this one was a sell out. We will be taking bookings for the 2008 seminar in September. It will be held in Cardiff at the Village Hotel and Leisure Centre from Friday April 11th to Sunday April 13th 2008. Early booking is advised.



Sue Postlethwaite  
Education Officer

## The Exec

The 'Exec' meet three or four times a year to discuss the impact of the latest educational changes and how best to represent the views of our members in response to these. They represent the AHT members at key events such as:

- ❖ Habia board meetings
- ❖ Industry Forum Meetings for Hair, Beauty, Nails and African/Caribbean Hairdressing
- ❖ Health and Safety Forums
- ❖ Consultation forums (such as African Caribbean, Waxing, Code of Practices, Foundation Awards, Diplomas etc.)

They also organise the Area and National Competitions for Hair and Beauty and plan the annual seminars around the regions.

As you can see, the Exec members continue to be very busy on your behalf!

Chair:	Denise Johnson
Chair Elect:	Cath Arnold
President:	William MacKenzie
Vice-President:	Reg O'Brien
Secretary:	Nikki Hutchinson
Treasurer:	Jonathon Putt
Membership Secretary:	Diane Howard
Seminar Coordinator:	Lynne Cummins
PR Officer:	Susan Bleasdale
Education Officer:	Sue Postlethwaite
Habia board member:	Sue Postlethwaite
Hair Standards Committee:	Sue Postlethwaite
	Cath Arnold
(African Caribbean)	Judith Hughes
Beauty Standards Committee:	Lorraine Nordmann
	Nikki Hutchinson
	Cath Arnold
Competition Director:	
<u>Area Chairs</u>	
North East:	Lindsey Deswert
North West:	Diane Howard
Midlands:	Tracey Sanders
South:	Janice Litster
South West:	Linda Reeves
Wales:	David Bassett
Scotland:	

If you have any issues or concerns, please contact your Area Chair or the Secretary (Nikki Hutchinson: 01377 253612).

Acknowledgements: Photographs courtesy of iStockPhoto

# THE 43<sup>rd</sup> ASSOCIATION OF HAIRDRESSERS & THERAPISTS SEMINAR

## H a b i a

### Caroline Larissey, Senior Development Manager

Caroline gave an overview and activity update on the 14-19 Diploma. As from 18th April 2007, *Diploma* is to be the official name rather than *14-19 Diploma* or *Specialised Diploma*. As Caroline pointed out, things change on a daily basis, so what's here today could change tomorrow.

There's been extensive development work since January 2007 on the content of the Diploma to take account of feedback from the consultation with Habia Industry Forums and Awarding Bodies and from QCA's approval process for the Diploma:

- ❖ Habia have had to re-shape the content of Level 1 & 2, as it was felt they were too similar to NVQ/SVQ's
- ❖ A new title has been proposed - "*The Diploma in Hair & Beauty Studies*".
- ❖ The previous Line of Learning Statement and topic content covered the features and benefits recognised by the sector, but did not describe the broader educational aspects of undertaking the Diploma in Hair & Beauty in as much detail, so changes have had to be made
- ❖ The style of the topics (previously called modules) was a NOS/NVQ format. For the purpose of the Diplomas, as for other curricula designed for use directly by learners, QCA asked that the design statements should avoid duplication and all content for a particular area should be under one topic. For example, Health & Safety rather than being embedded in every topic, should stand alone.

It has also been suggested that the Diploma's levels should be renamed:

Level 1	-	Foundation
Level 2	-	Intermediate
Level 3	-	Advanced

You can see the proposed structure on the next page (remember that this has not yet been finalised).

The development of the Diploma is an iterative process and minor modifications to the Line of Learning Statement may be required during the next stage of the criteria development. The current version is also subject to QCA copy editing to ensure consistency between the different Lines of Learning Statements; so it is likely there will be further changes.

Concern has been raised by employers and learning providers that learners would have nothing left to learn after completing the Diploma. Learners may feel they were qualified hairdressers once completed. Whereas the Diploma should be seen as preparation for work. So, whilst the content will incorporate some of the practical sector specific activities, it will provide a broader understanding of the Hair & Beauty industry for the learners.

Further detail on the topics and other information can be found on [www.habia.org](http://www.habia.org) > [Training](#) > [14-19 Diploma](#)

Caroline would be grateful if you would use the talk boards on the website as a way to feed your thoughts to Habia and to get any queries answered.



## STOP PRESS!



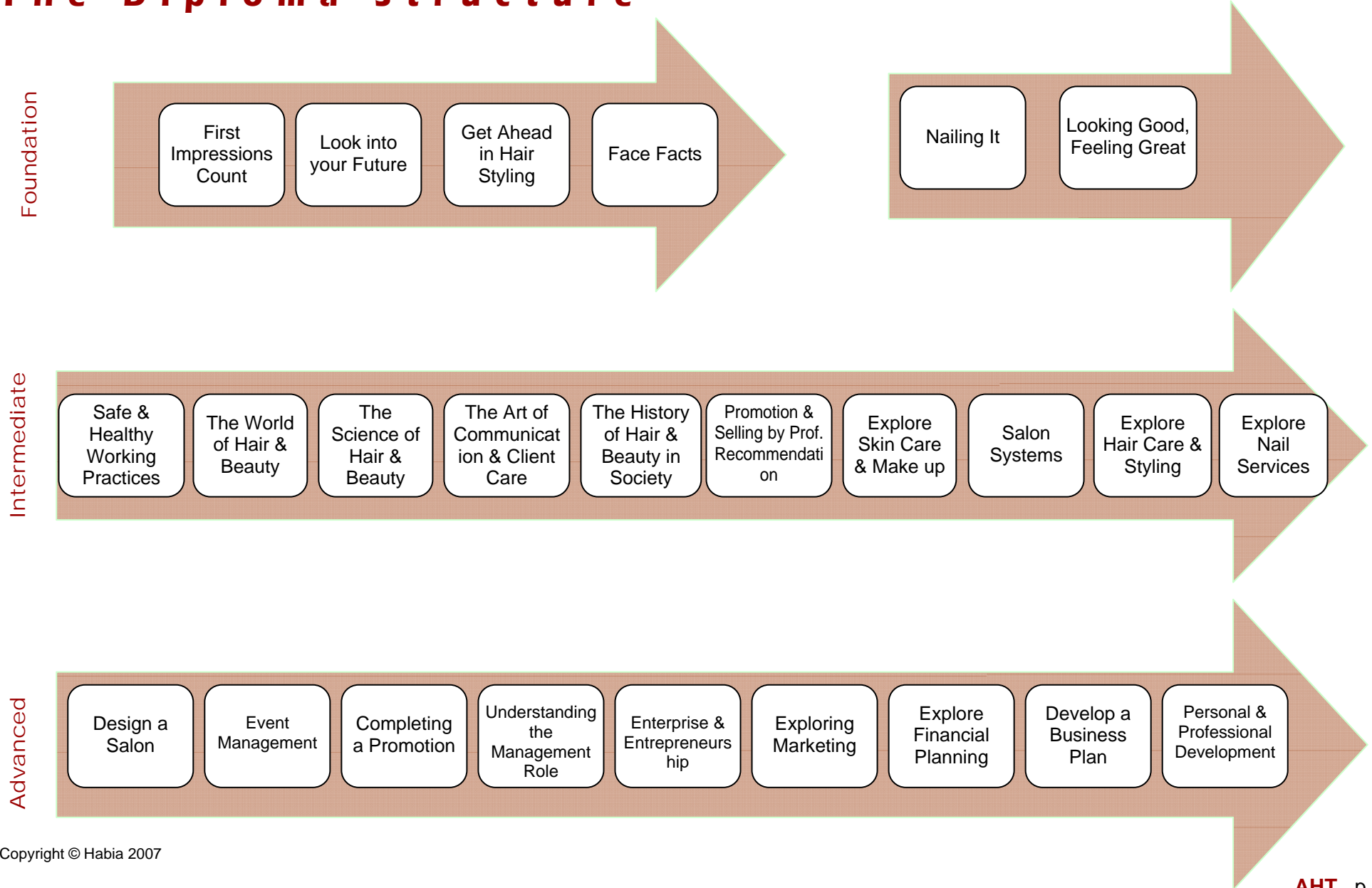
Habia have just published a booklet on Dermatitis and Glove use for Hairdressers. It is hot off the press and a very useful booklet, especially with the visits from the Health and Safety Executive (HSE) to all Centres and Salons. HSE's campaign BAD Hand Day is to spread the word on how a little TLC can save your skin!

For further information visit [www.habia.org](http://www.habia.org) > [Health & Safety](#) > [Dermatitis](#), phone 0845 2306080 or alternatively, visit [www.hse.gov.uk/hairdressing/index.htm](http://www.hse.gov.uk/hairdressing/index.htm)

## Latest News

Some of you will already know that Habia are launching a new partnership with VTCT that will see us working together on a planned investment and development programme to ensure that income raised from hair and beauty qualifications is reinvested directly back into the industry. More information at [www.vtct.org.uk](http://www.vtct.org.uk) and [www.habia.org](http://www.habia.org)

# The Diploma Structure



# City & Guilds

**Jackie Jones, Product Manager for Hairdressing**

**Anita Crosland, Product Manager for Beauty, Holistic & Nail Services**

Jackie gave an overview of all the new qualifications available in both Hair & Beauty.

The new NVQ for Afro hair is currently with QCA and is due to be launched September 2007. City & Guilds is holding back on publishing until QCA gives the green light. The good news is that City & Guilds and VTCT (Vocational Training Charitable Trust) are working together on this. It may be available from September 2008.



New optional units in Level 3 Beauty are available from September 2007. They are downloadable from <http://www.habia.org>

- ❖ BT43 Provide Female Intimate Waxing Services
- ❖ BT45 Provide Male Intimate Waxing Services



Awaiting approval from QCA

- ❖ At Level 2 - BT44 Extend, Maintain And Repair Nails to replace BT12 Extend And Maintain Nails
- ❖ At Level 3 - BT42 Finish And Maintain Artificial Nail Overlays Using Electric Files

Jackie then talked about GOLA online testing. Below is a summary of her answers to frequently asked questions:

- ❖ GOLA can be down loaded to laptops
- ❖ GOLA testing cover all the knowledge evidence required
- ❖ Tests are random and banks contain over 3,000 questions. The system is secured to meet Internal and External Verification requirements
- ❖ Samples specific to Hair & Beauty are available on request by e-mailing [hair@cityandguilds.com](mailto:hair@cityandguilds.com) or [beauty@cityandguilds.com](mailto:beauty@cityandguilds.com)
- ❖ City & Guilds allow assessors to invigilate
- ❖ A & P assessments are covered in each unit
- ❖ Theory books can be used, as the test is an open book test, although candidates should not discuss answers with each other or the assessors
- ❖ If a candidate achieves under 70% in the GOLA test they are required to take a resit. Once a candidate achieves over 70% and has received their feedback, then in the next session the candidate can go for further assessment, e.g. oral questioning

Other points Jackie raised were:

- ❖ Habia has made it clear that, at Level 2, the H6 Cutting unit should be carried out on female models not male models in regard to scissor over comb
- ❖ If a candidate exceeds the maximum service times, they cannot pass the assessment
- ❖ In assessment guides, questioning relating to skin testing state how frequently a skin test should be carried out. However, if a manufacturer gives different advice, City & Guilds confirms that manufacturer's instructions must always be followed in order to meet insurance requirements (the assessors guide is just that - a guide!)

## New Log Books for Hair

City & Guilds have been carrying out a log book review. Focus groups of learners and tutors were set up, followed by a working party of representatives from FE, private providers, associations and verifiers. The findings are below:

Learner comments on the current log book:

- ❖ Hard to understand; Confusing
- ❖ The numbers in the log book do not match the test questions
- ❖ Abbreviations do not make sense
- ❖ Log book does not help understanding of what the learner has to do
- ❖ No one understands the tracking sheet

Tutor comments on the current log book:

- ❖ Wording – learners do not understand
- ❖ Directed at the tutor rather than the learner
- ❖ Off-putting for students
- ❖ Most of the learners are visual learners
- ❖ Reading level is far too high
- ❖ 28% of hairdressing learners are dyslexic
- ❖ Does not reflect the diversity and energy of the industry

Jacky brought copies of the new draft log book for members to comment on.

It is not a replacement for the current log book as these can still be used and optional units will be able to be downloaded and put into the log books by any centre.



The log book is **available now** and will be initially piloted for NVQ Level 2 Hairdressing only. More information can be found at on the City & Guilds website under [Home > Qualifications > Learning support materials > City & Guilds own publications > Hairdressing N/SVQ Level 2 Learner Logbook](#)

## Complementary Therapies



Ready for 2007, there will be a general diploma route followed by a professional route available for students. The Complementary Therapies Diploma has been developed in association with various professional bodies. For more information, email Jackie [jackie.jones@cityandguilds.com](mailto:jackie.jones@cityandguilds.com)

Complementary Therapies Diplomas on offer are:

- ❖ Diploma in Complementary Therapies
- ❖ Diploma in Professional Complementary Therapies
- ❖ Diploma in Professional Body Massage
- ❖ Diploma in Professional Aromatherapy Practice
- ❖ Diploma in Reflexology Practice
- ❖ Diploma in Body Massage
- ❖ Diploma in Aromatherapy
- ❖ Diploma in Reflexology

### Assessment Strategy

#### Practical

- ❖ Formative assessment – observed by Centre
- ❖ Summative assessment – observed by EV & assessor
- ❖ Professional discussion and directed questions
- ❖ Case Studies 20 – 100 each (a case study is one treatment)

#### Knowledge evidence

- ❖ Assignment – externally set, internally marked
- ❖ Online multiple choice tests, externally set for Anatomy, Physiology and Pathology only
- ❖ Written papers – externally set and marked, consisting of extended case studies (approx. 4)

**Note:** 470 guided learning hours could be extended to 600 giving a full Level 3

# New Ofsted and Inspection

## Jackie Moores, Inspector and Vice Principal at Pendleton College

Jackie gave an overview of the changes relating to the new Ofsted from 1st April 2007.

There are now three distinct parts to the new Ofsted:

- ❖ Children's Directorate (Nurseries)
- ❖ Education Directorate (Schools)
- ❖ Learning and Skills Directorate (F.E.)

### Interesting Facts

- ❖ There are 8.5 million learners in education and training (3.5 million at college, 1.5 million adults in adult learning)
- ❖ There is a new draft inspection handbook (April 07) – this inspectors' bible is available on the website
- ❖ Inspection is based on risk assessment
- ❖ There are 23,000 inspection days each year

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## Summarised changes to future inspection

- ❖ For Triggers and Annual Audit Visits (AAV). Data is still important (retention/achievement/success rate)
- ❖ Published reports will not include lesson observation grades. In addition to current observation practices, inspectors may also carry out a number of 'running observations' - they will go in to a lesson for 10 minutes and then leave. The total number of observations will be lower than in previous inspections. Reports will be slightly shorter with less information
- ❖ A judgment on literacy and numeracy will continue to be made in all reports. It is considered not to be good if you are getting learners through with support, but not helping to improve their basic skills
- ❖ A judgement on Every Child Matters (ECM) will also be made. This will contribute to the JAR (Joint Annual Review). Learners' views are still key as is how we use their voice. It is not just about doing surveys, it is about what you do with the information. For example, you could have posters advertising "You said ..., We did ...".
- ❖ Learner engagement continues to be important with employer engagement high on the agenda also

### Different levels of inspection

The size of the team and the coverage of the inspection will vary according to the track record of the college and the recent information about performance.

The monitoring activities undertaken by local managing inspectors will help determine the timing of inspection. As a broad guide the allocation of inspectors to colleges will be:

- ❖ Outstanding (and very good) colleges - 2 inspectors
- ❖ Good colleges - 4 inspectors
- ❖ Satisfactory colleges - 10 inspectors
- ❖ Inadequate colleges - 12 inspectors



### Duration of inspections

Inspections of good, satisfactory and inadequate colleges will be completed within one week. Short inspections of very good and outstanding colleges will normally be completed within two days.

### **Impact at Curriculum Team Level**

- ❖ Timetables will be given on day 1 to inspectors
- ❖ 6-8 observations - 30 minutes and/or thematic observations of 10 minutes plus
- ❖ Joint observations to quality assure the college systems
- ❖ Subject Sector Grades will primarily reflect achievements and Teaching and Learning
- ❖ Excalibur Learning Network will move over to Ofsted
- ❖ Subject and sector skill area thematic inspections
- ❖ Value added level 3 graded and new distance travelled measure
- ❖ RARPA – are we there yet?

*Teaching and Learning grades and success rates will have the greatest impact, so highlight any success stories you may have.*

### **Inspection Preparation**

- ❖ Know your data and storyboards. Are you an area that knows itself well, for example, if the success rate for a course has dropped slightly, identify what you are doing about it. It is important not just to know that it's dropped!
- ❖ The quality of lesson delivery should be consistent with internal observation grades
- ❖ Know your weaknesses and the actions being taken to resolve them. Show confidence that you know what is being done, e.g. if work experience is an area of weakness is due to mature students not attending because they have childcare issues. You will need to say positively what you are doing to address this.
- ❖ Ensure both learners and employers are prepared for the inspection
- ❖ Keep managers informed on all feedback, giving them the ability to respond to issues raised
- ❖ Finally, fight your corner and show off your area of learning

### **Emerging findings from the best colleges**

- ❖ Good attendance = 85% - 90%
- ❖ 75% of lessons are good with many outstanding
- ❖ Success, pass and retention rates well above benchmark (if benchmark is 75% and you have 78%, it is satisfactory – 5% above benchmark usually good)
- ❖ Guidance and support for full and part-time students
- ❖ Learners voice, a high priority
- ❖ Accommodation and resources are at least good
- ❖ Rich and varied curriculum
- ❖ Every Child Matters, good practice, theme weeks e.g. Staying Safe week, Healthy Eating week etc. Learners must also understand Every Child Matters
- ❖ Staff development for everyone on child protection



### **Leadership and management**

- ❖ Leading to improvement
- ❖ Meeting statutory requirements - child protection, equal opportunities etc.
- ❖ Sustainable response to inspection and AAV, SAR reports. Rigour and accuracy shown
- ❖ Listen to learner and staff voice, showing outcomes.

*Lastly – don't forget to close the loop on all previous inspection and AAV reports.*

You can find further information at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) or [www.ali.gov.uk/excalibur](http://www.ali.gov.uk/excalibur) (for Excalibur)