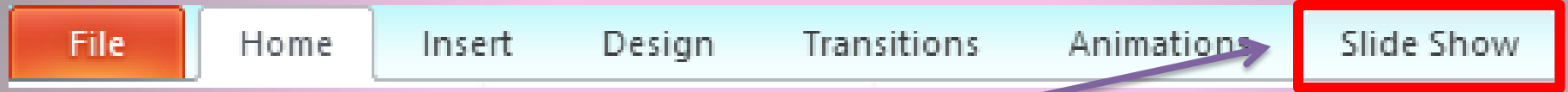
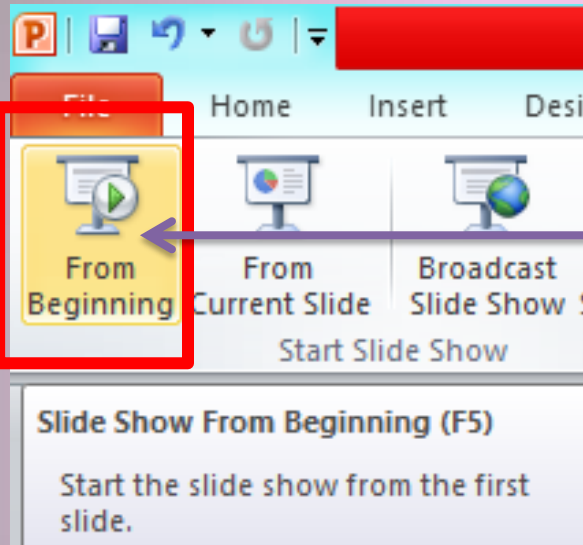


Instructions For Use



1) Click **Slide Show** control bar situated at the top of the presentation


2) Click **From Beginning** or press F5



3) Press the right arrow key on the keyboard to display the Philips Hair Academy poster

To view on your iPad save as a PDF document, open in drop box and press the poster below.

Or press the image.

4) press  to navigate to the relevant information topic. To return to the poster simply press



Traineeships

nabia
standards information solutions

nhf
national hairdressers' federation

Skills
Funding
Agency

Apprenticeships
City & Guilds
Approved Centre



Philips Hair Academy

Our aim was to work on a project that allows employers to work with us more effectively, blending workplace and off-the-job training. Using new technologies and online learning approaches which enabled employers to take more ownership of the whole qualification, by embracing the theory knowledge requirements of the programme, rather than solely supporting the practical aspects. The ultimate aim was to produce a high quality, standardised theory training platform that will be utilised by all employers, in conjunction with our training provision.



Learner achievement up by **5%**

Our base line data results

Our report

Edmodo was selected as our theory training platform

All employers' agreed Edmodo was a useful and accessible learning platform in the salon

100%

of learners found the resources more engaging

Effective resource material up date

Salons would choose us from other training providers

The
Education
& Training
Foundation

This project has been developed and supported by the Foundation's Practitioner Research Support programme and the East Midlands Centre for Excellence in Teacher Training (emCETT)

emCETT
Pedagogy • Curriculum • Quality

Engaging Learners and Employers using New Technologies

Summary:

As the government is looking at employers taking a more hands-on approach to apprenticeships in the near future, our aim was to work on a project that will allow employers to work with us more effectively, blending workplace and off-the-job training. Using new technologies and online learning approaches enabled employers to take more ownership of the whole qualification, by embracing the theory side, rather than solely supporting the practical side. Employers should be involved in enhancing the whole framework, therefore further enhancing the learners' chance to succeed by having access to a broader support network. In turn, the use of new technologies enabled us to use more varied, professional resources to meet the needs of and embrace learners from the wider community.

The ultimate aim was to have a high quality, standardised theory training platform that will be utilised by all employers, in conjunction with our training provision.

Overall aim of the project:

1) To create an online blending learning theory platform.

2) Upon launching the blended learning programme, it will:

- Enable Philips Hair Academy to set challenging skill development targets for learning outside the centre, allowing learners' to improve the quality of their theory knowledge and skills.
- Working in line with Habia; the government appointed sector skills body and the awarding body, City & Guilds, ensures the new blended learning experience is accurately mapped to theory knowledge qualification criteria.
- Access to training resources will improve students' learning, understanding and standardise the way education is delivered in the apprentices' salon placement.
- The blended learning resource bank included resources covering the hairdressing unit *GH9 Colouring the Hair Using Basic Techniques*. The resources were designed with colours and fonts sympathetic to those with dyslexia and/or dyspraxia, or other learning difficulties. Promoting equality and diversity through the use multi-cultural images, beliefs and calendar events.

- Easy access to the online blended learning platform, without extended hours of instruction.
- For apprentices and their employers, this package allowed employers to standardise their delivery of foundation techniques to those taught within their own salon and supplement the learners' academy time with home-based study, to develop strong foundation skills and help learners' maintain employment and/or progress to courses leading to higher-level qualifications.

Supporting current organisational development and quality improvement priorities in our organisation.

- Working with employers to develop vocational education and training
- Embedding equality and celebrating diversity in education and training
- Using new technologies and online learning approaches
- Meeting the demands of employers
- Making theory requirements more engaging for learners
- Increasing higher outcomes when online testing

Research Objectives:

Background information:

The Richard Review (Doug Richard) November 2012 was an exploration report set by the Government to answer the question:

"What should an apprenticeship be in the future, and how can apprenticeships meet the needs of the changing economy?"

At its heart an apprenticeship is a form of education. It requires a job, which requires an employer, but it is still a form of education, which implies that a key beneficiary is the apprentice and that as a society we have an obligation to support its delivery. But the employer also benefits and it is in their interest to have apprentices.

There are distinct features of delivery that are likely to impact on the quality of the learning experience and outcomes for the apprentice. In particular, off-site learning can add real value: it gives the apprentice safeguarded time off the job to ensure they can do substantial training; it provides a peer group of different apprentices and gives the apprentice a wider perspective. We also know that apprenticeships must endure."



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Awareness and Demand

For apprenticeships to be successful there must be adequate and balanced demand from employers and learners. Overall it is our core desire to increase the number of apprenticeships in England whilst simultaneously increasing the quality of work from each apprentice.

The improvement of quality should impact both on employer and learner demand: employers will no longer be put off by what they might see as a low quality educational experience, and with employers in control of the standard, they will feel that apprenticeships focus on their needs and the needs of their companies. Similarly, learners will be more attracted if they consistently believe that they are receiving a worthwhile experience that leads to meaningful jobs and job opportunities.

What we expected to change and improve as a result of the project.

An increase in take-up of our provision by new employers.

Enhance and extend the learning opportunities for our current learners. Through the expectations learners have for learning and teaching with technology.

[Click here to read : Doug Richards independent report on the future of apprenticeships.](#)

How we planned, analysed and presented this evidence of impact.

- 5 of our current learners will complete a questionnaire on trailing Edmodo in our current fast track group.
- Comparison of Evolve Gola testing results against base line data from 3 years
- Gaining employer feedback from 5 employers on working with the online training platform in the salon
- Visiting and gaining feedback from new salons in the demographic area

Research outcomes of the project disseminated for the benefit of:

• Our organisation

• Other organisations in the sector

The disseminate of research outcomes will take place within our own organisation and also with “good practice” meetings; which also take place nationally.

Ethics

The ethical considerations we needed to be aware of with regards to our research project.

All learners taking part in the project fully understood why and how we as an organisation needed to review our current and future resource materials and delivery options. Learners understood the participation was voluntary and consented to written, auditory and video feedback to use in the action research project.





Online Learning Platform



Edmodo

Is a cost free and safe way for students, tutors and employers' to connect and collaborate.

Engaging students:

Edmodo is designed to get students excited about learning in a familiar environment (with a very similar layout to Facebook). On Edmodo, teachers can continue classroom discussions online, provide polls to check for student understanding and upload resources for learners to use at home or in their place of work.

Measure student progress:

Edmodo makes it simple to track student progress. Teachers can get the pulse of their classrooms through student reactions to quizzes, assignments and discussion posts that capture understanding, confusion, or frustration.

Personalise with apps:

Edmodo surfaces up engaging, easy-to-use apps that personalise learning for every student. These apps help teachers to amplify their lesson plans and integrate seamlessly with Edmodo, delivering all digital content in one place.

Accelerate learning goals:

Easily deploy and manage digital assets, track usage patterns and student progress.

Summary taken from: www.edmodo.com/districts





Edmodo



2 out of 5 found the internet connection slow resulting in the download taking longer.



Employer Questionnaire Feedback:

100% of employers' were new users of Edmodo

Learner Questionnaire Feedback:

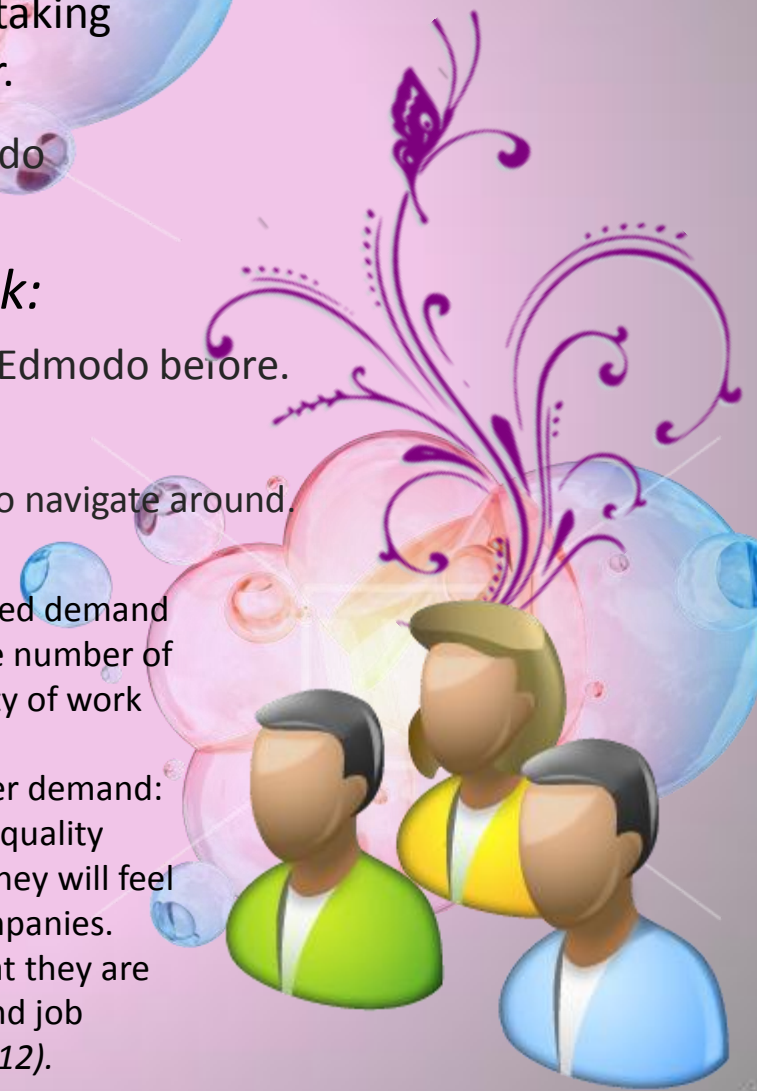
40% of learners' have used Edmodo before.

100% of employers' and learners' found the layout of Edmodo easy to navigate around.

Awareness and Demand

For apprenticeships to be successful there must be adequate and balanced demand from employers and learners. Overall, it is our core desire to increase the number of apprenticeships in England, whilst simultaneously increasing the quality of work from each apprentice.

The improvement of quality should impact on both employer and learner demand: employers will no longer be put off by what they might see as a low quality educational experience, and with employers in control of the standard, they will feel that apprenticeships focus on their needs and the needs of their companies. Similarly, learners will be more attracted if they consistently believe that they are receiving a worthwhile experience that leads to meaningful jobs and job opportunities. (*The Richard Review (Doug Richard) November 2012*).



Reaching Out to New Salons

By visiting salons in our demographic area; 7 new salons are working with us instead of other training providers. Solely based on the launch of the new blended learning programme offering the salon a tailored programme approach for their apprentice.

What we expected to change and improve as a result of the project.

An increase in take-up of our provision by new employers.

Enhance and extend the learning opportunities for our current learners, through the expectations learners have for learning and teaching with technology.

- Regular formative assessment with feedback from the employer
- Opportunities to learn from other senior stylists within the learners' salon placement in a collaborative manner
- Electronic personal development planning, using an individual salon learning plan
- Improve online test outcomes.

The rationale for supporting the online blended learning theory platform is that every learner is able to: have 24/7 access to all learning content and to ensure equality of access

- Gauge their progress against the learning outcomes set by their own individual learning plans
- To receive supporting feedback on their progress from the learner's employer and for tutors to have information on student progress from their salon placement

- Use a synchronous collaborative learning, which extends the face to face learning, creating supportive learning materials, managed by learners at a time and place best suited to their needs
- For the learner to understand her or his learning process, act on feedback, so as to become more effective and successful, as well as collecting evidence on achievement to enhance our learner's employability skills; whilst working within a real working salon environment.
- Allowing the salon placement to save time and paper
- Create equality of opportunity for learners placed in geographically dispersed placements.



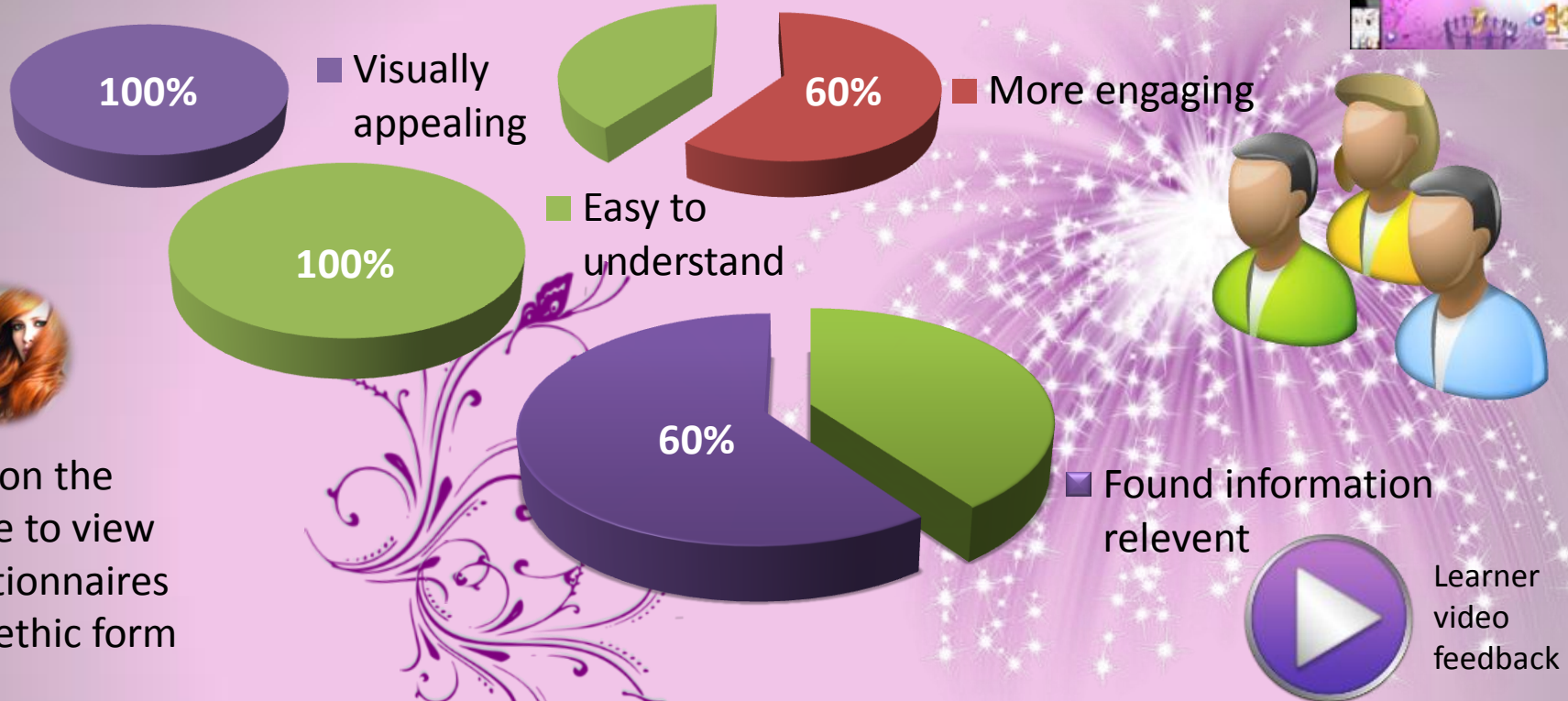
“ We found the resources lovely to use in conjunction with practical training in the salon.”



Learner Feedback: New Resources



Click on the image to view questionnaires and ethic form



- Working in line with Habia; the government appointed sector skills body and the awarding body, City & Guilds, ensures the new blended learning experience is accurately mapped to theory knowledge qualification criteria.
- Give the employer and apprentice access to training resources which will improve students' learning, understanding and standardise the way education is delivered in the apprentices' salon placement.
- The blended learning resource bank included resources covering unit *GH9 Colouring the Hair Using Basic Techniques*. The resources were designed with colours and fonts sympathetic to those with dyslexia and/or dyspraxia, or other learning difficulties, promoting equality and diversity through the use multi-cultural images, beliefs and calendar events.
- When the employer or apprentice user accessed the online blended learning platform, they will be able to navigate through the platform without extended hours of instruction.
- For apprentices and their employers, this package allowed employers to standardise their delivery of foundation techniques to those taught within their own salon and supplement the learners' academy time with home-based study, to develop strong foundation skills and help learners maintain employment and/or progress to courses leading to higher-level qualifications.

Ethics Form

Blended Learning Resource Trial on Edmodo (Unit GH9: Depth and Tone).



Researcher(s) Mandi Hartney, Jamie Magee and Celia Peacock

I would like to invite you to take part in an action research project, which I am doing with Jamie Magee and your tutor Celia Peacock at Philips Hair Academy. I want to explain why we are doing this research and what it would involve for you. Please ask me or your tutor Celia if there is anything that is not clear, if you would like more information or would not like to take part in this project.

What is the purpose of the project?

At Philips Hair Academy we work extremely hard to ensure all our learners' get the best training possible to ensure you have the best start in your Hairdressing career. During this year we would like to create an online training platform which you can access at home and in your salon placement. This platform would allow you to have access to theory resource materials which can be used alongside your practical training, revision or to catch up on work you may have missed if you did not attend a session in the academy.

Why are you asking me to take part?

We would like you to trial the resources for unit GH9: Depth and Tone and simply complete a short questionnaire and video feedback on what you liked and did not like about the resources and online training platform. Your opinion means a lot to us and plays a vital role in making our academy the best it can be.



Ethics form
continued

Do I have to take part?

You do not have to take part in this action research project but Celia, Jamie and I feel the fast track class is the most appropriate class to trial our research project from the academy.



What will taking part involve for me?

All you will need to do is simply log onto Edmodo and download the GH9 resource materials.

Use the resources in your salon when you are doing your practical training. After you have used them over a period of time you will be given a questionnaire to complete and will give feedback as a group which will be recorded.

Behind the scenes we will be collecting the same information from employers' and also collecting unit GH9 E3 and E4 test results to compare with past exam results.

When we have all the information we need we will present our findings to the team and other action research staff working on similar projects to us.

Your anonymity can be protected if you wish. If you do decide you want to stay anonymous simply do not put your name on the questionnaire. When giving feedback instead of giving video feedback we can simply do audio feedback instead.

Thank you for reading this information sheet and we looking forward to your response.

Mandi Hartney.
Academy Prinicipal.



Ethics form
continued

Consent Form



Title of Project: Blended Learning Resource Trial on Edmodo
(Unit GH9: Depth and Tone).

Name of Researcher(s): Mandi Hartney, Jamie Magee, Celia Peacock

Please initial box

1. I confirm that I have read and I understand the action research information sheet

2. I understand that my participation is voluntary

3. I consent to the interview/ session being audio/ video recorded

4. I agree to take part in the action research project

Name of Participant:

Date:

Signature:



Go to the learner
questionnaire



Click to go to
employer
questionnaire



Learner Questionnaire

Name.....

1) Have you used Edmodo before?

Yes ☐ No ☐

If yes what for?

2) Did you find the layout of Edmodo easy to navigate around?

Yes ☐ No ☐

If no what issues did you have?



3) Did you access Edmodo away from the academy?

Yes ☐ No ☐

If no why?

4) How did you find the new GH9 online resources in comparison to the existing GH9 resources? (more than one can be ticked)

More visually appealing ☐

More engaging ☐

Easy to understand ☐

Information relevant ☐

Harder to understand ☐

Don't know ☐

Any other comments?



5) Did you download the GH9 resources to use at home / salon for further revision?

Yes ☐

No ☐ If no provide details why

6) Have you been absent from the academy; if so did you access the GH9 resource materials for further revision or catch up on the work you missed?

Yes ☐ No ☐

If yes how did this resource help you to bring your theory knowledge up to date?

7) *Video demonstration* did you use the video demonstration to relate back to during in salon training?

Yes ☐ No ☐

If yes how did this help you?

8) When sitting your GH9 E3 / E4 tests how you did feel?

Better ☐ Worse ☐ Just the same ☐

9) Did you feel that the resources were relevant to test questions?

Yes ☐ No ☐

10) Were the E3 / E4 test results:

Better ☐ Same ☐ Don't know ☐

Thank you.



Employer Questionnaire

Name.....

1) Do you have internet access in your salon?

Yes ☐ No ☐

2) Have you ever used Edmodo before?

Yes ☐ No ☐

If yes what have used it for?



3) Would you incorporate Edmodo whilst training your apprentice?

Yes ☐ No ☐

If no why?

Using Edmodo

4) Did you find it easy to log onto?

Yes ☐ No ☐

If no what issues did you have?

5) Do you like the layout of Edmodo?

Yes ☐ No ☐

If no what did you not like?



6) Did you find the online resources easy to use and download?

Yes ☐

No ☐ If no provide details why

7) Did you find the online resources relevant to your colour manufacturer?

Yes ☐ No ☐

8) Using the online resources did it help you to better understand the theory requirement's for your apprentice's NVQ qualification?

Yes ☐ No ☐

If no provide details

9) Did it help you to better support your apprentice?

Yes ☐ No ☐

10) Would you use Edmodo again?

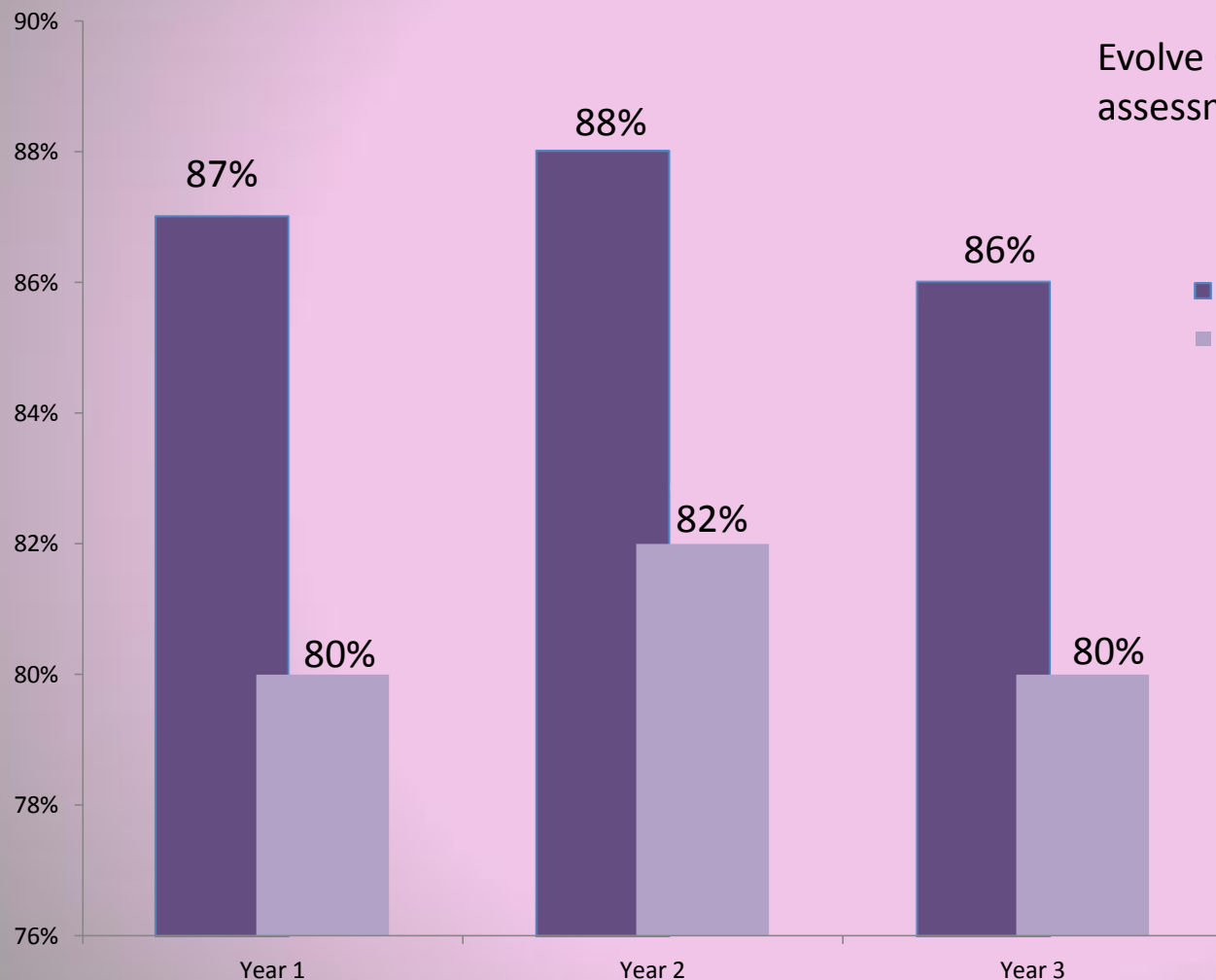
Yes ☐ No ☐

If no why?

Thank you.

GH9: Theory essential knowledge E3 and E4 Gola tests.

Base line data results: 3 years based on a group of 5 learners (average) test results.



Evolve Gola tests are conducted on an e-assessment platform created by City and Guilds.

E3 Gola tests involves the candidate using open book materials as the E4 Gola tests require the candidate to demonstrate their knowledge using no additional learning materials.

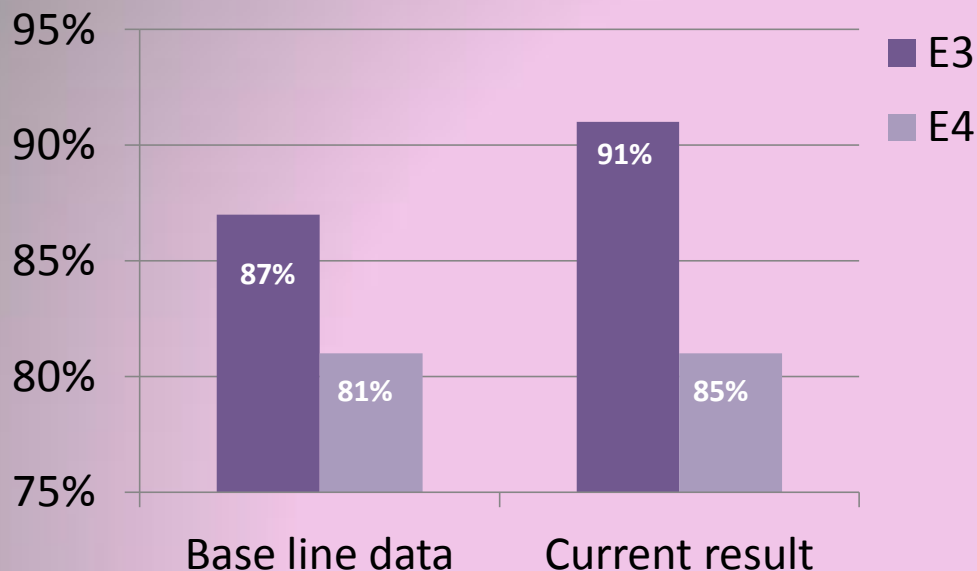
All tests are invigilated.




Learner Feedback: Video (4 minutes 10 seconds)



Learner Achievement



Click here  to see Base line data results from the previous 3 years.



Learner achievement up by **5** %



4/5 learners' felt their test result outcome had improved.

100% of learners' felt confident when sitting their GH9 E3 / E4.

100% of learners' found the resources were relevant to test questions.