

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

**Case study on “Brushing Up” project
Create by South Devon College**

Managed by



In partnership with

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CONTENTS

BRUSHING UP	3
Stage 1: Identifying the skills gaps	3
Stage 2: Training and Development Days	5
Stage 3 and 4: Lesson plan development and delivery to learners	7
Stage 5 – Evaluation	13
Impact of the project – to date	14

BRUSHING UP



“Brushing Up” is an innovative partnership led by South Devon College (SDC). The partnership is made up of the following:

- 6 Partner education providers; South Devon College, Cornwall College Group, PETROC College, City College Plymouth, Yeovil College and Gershwins Hair Academy.
- 6 Employer partners; Tom Chapman, Carol Caine, Helena Lyons, Take Two, RT Hair and Kumiega Skin Care Clinic.
- 1 Awarding Body: City and Guilds Group Business.

The project aims to reduce the skills gaps within the hair and beauty industry by adopting innovative teaching, learning and assessment approaches.

Project Stages

1. Identifying the skills gaps; both industry-related and Teaching, Learning and Assessment (TLA) focussed.
2. Undertaking Training and Development days; hosted by each of the education partners.
3. Dissemination of the Training and Development days back to the teams of each education partner. Learning plans and resources developed.
4. Delivery of the new learning plans and resources to learners.
5. Evaluation of the project and future plans.



Stage 1: Identifying the skills gaps

3/15

The initial stage of the project was to identify the skills gaps. To capture this data and to provide a baseline for the project, we produced two surveys for all the education partners to complete. The first survey asked hair and beauty staff to assess their confidence in their industry-related skills. The second survey asked them to reflect on their Teaching, Learning and Assessment (TLA) practice. This was based on the ETF Professional Teaching Standards survey. An additional survey was also sent out to local employers, within the region, to reflect on the skills gaps when employing a learner direct from college. This focused on learners' practical skills, knowledge and professional behaviour.

Results of the initial surveys:

Key areas of focus for the Training and Development days were based around the results of the skills gap surveys:

TLA Priorities mapped to ETF Teaching Standards	Rating (0-6)
18. Technology	5.27
19. English and mathematics	5.29
12. Theories of education and research	5.38
11. Maintaining and updating knowledge of educational research	5.42
22. Collaboration with employers	5.45
7. Creative and innovative strategies to help learners to learn	5.78

The TLA themes were also been underpinned within the project by aligning them to the theory of Vocational Pedagogies (Lucas, Spencer and Claxton, 2014).

With the support of City and Guilds Awarding Body, the project also considered changes to qualification structure and how new delivery and assessment methods have the potential to support greater learner success.

Beauty skills gaps identified included: stage and screen makeup; cosmetic camouflage; lash lift; reflexology; red vein removal; laser or IPL hair removal.

Hair skills gaps identified included: hair extensions; various colouring techniques; wet shaving; Indian head massage; smoothing systems; hair ups; razor cutting.

The dual skillset of teaching practitioners and learners was also established as an essential aspect of the project by both employer and education partners; for example softer skills surrounding selling and promoting products and services as well as social media skills such as blogging and microblogging.

Stage 2: Training and Development Days

The Training and Development days were hosted by 5 of the education partners, and in total 25 workshops were delivered. These workshops were split into two key areas; learning new professional skills and enhancing and sharing TLA strategies and innovation. Many of the practical workshops were employer led which helped to inform the education partners of the local needs within industry. For example 14 local employers delivered workshops to staff as part of the project, including support from the employer partners; RT Hair delivered a workshop on balayage at City College Plymouth, Carol Caine discussed professionalism at Cornwall College and Anna Kumiega demonstrated red vein and skin tag removal at South Devon College.

South Devon College's Teaching, Learning and Assessment Coaches (TLCs) and Advanced Practitioners from the education partners were also involved in the project. They facilitated a number of practical sessions to encourage teaching staff to consider innovative strategies for delivering or assessing the skills and/or knowledge. There were also several instances of sharing practice across providers and sectors to support the project. Examples include; South Devon College English lecturers delivering a session at PETROC College on embedding English, a carpentry lecturer at PETROC College delivering a session on use of technology and a plumbing lecturer at City College Plymouth delivering a session on digital pedagogy.

Feedback from employer and education partners was an important aspect of the evaluation process and helped to inform the Training and Development days as they progressed. For instance initial feedback from the first event was that staff wanted *"more hands on practical training for new skills"* and so this was factored into future sessions, where staff commented on how they *"really enjoyed the hands on sessions with experienced therapists"*. One employer fed back that they found the teaching terminology on agendas challenging to understand and so for the following event we shared the agenda in advance with this employer for feedback prior to sharing wider.

The Training and Development days resulted in heightened collaboration across the education and employer partners. For example; employer partners attended the TLA focussed sessions and contributed to the discussions. As a result some have since expressed an interest in the teaching profession. Further workshops were planned and delivered to both education and employer partners as a result of the success of the Training and Development days. During the third and fourth stage of the project; Tom Chapman delivered a barbering workshop at South Devon College and Helena Lyons held a media makeup session at City College Plymouth.

Overall the success of the collaboration has led to the suggestion by the partnership to set up an AoC Professional Exchange group so we can sustain the regional links formed.



Loads of fantastic delivery and engaging ideas. Feeding back to my salon manager and owner."

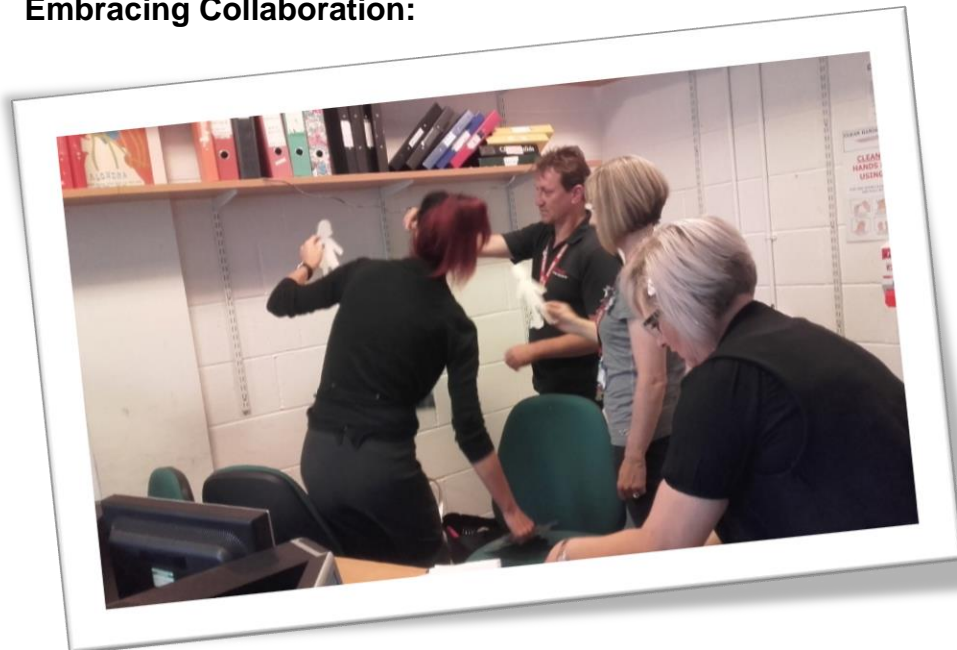
EMPLOYER PARTNER



I have thoroughly enjoyed today as it has given me the opportunity to network, share good practice and enhance my skills, lots of new ideas going forward."

EDUCATION PARTNER

Embracing Collaboration:



This session was a great example of collaboration. The session was delivered by English lecturers from South Devon College to hair and beauty staff from all education partners, a PETROC construction staff member (who had delivered a previous session for us on use of ICT) and several employer partners.

**PETROC COLLEGE -
INNOVATIVE METHODS OF
EMBEDDING ENGLISH IN THE
HAIR AND BEAUTY
CURRICULUM**

Listening to Employers



Employer Partner Carol Caine delivering a session on the dual skillset required within the hair and beauty industry.

CORNWALL COLLEGE

Stage 3 and 4: Lesson plan development and delivery to learners

This stage of the project required all education partners to consider the new skills and ideas they had gained from the Training and Development days, in both skills and TLA strategies. They then utilised these to support the development and delivery of new, innovative lessons.

In some instances, employer partners were also involved in the creation and delivery of lessons. For example Carol Caine created and delivered a lesson to level 1 hairdressers on professionalism and employability, Helena Lyons co-created and co-delivered two sessions on media makeup at South Devon College and City College Plymouth and Tom Chapman co-created a lesson on mental health awareness and suicide prevention which was then delivered by a hairdressing lecturer.

Overall 24 lessons were created, with relevant resources:

- Choosing Colour - Cornwall College
- Hair Smoothing - Gershwin's Hair Academy
- Balayage - City College Plymouth
- Wrap Winding - City College Plymouth
- Hair Up Practical- South Devon College
- Hair Up Theory- South Devon College
- Hidden Colour, Pastels & Colour Correction - Yeovil College
- Indian Head Massage - Petroc College
- History of Lauder - Cornwall College
- Laser Hair Removal - Cornwall College
- Electrical Facial Treatments - Petroc College
- Media Make-Up Workshop - South Devon College/ Helena Lyons
- Media Make-Up Day vs Evening Practical - City College Plymouth
- Media Make-Up Theory - City College Plymouth
- Camouflage Make-Up - South Devon College
- Lash-lift - South Devon College
- Red Vein Skin Tag Theory - South Devon College
- Male Grooming Advanced Waxing - Yeovil
- Reflexology – Yeovil
- Embedding Maths into Employability - Petroc College
- Promoting Business Media Platforms - Petroc College
- Employability & Professionalism – Carol Caine/ South Devon College
- Mental Health Wellbeing - Tom Chapman/South Devon College
- Embedding English (Use of evaluative language) - South Devon College

The innovative TLA strategies included within the lesson plans were aimed to align with the areas highlighted by staff and indicating lower confidence within the initial ETF Professional Teachers' survey.

Examples of where these were addressed include:

TLA Priorities mapped to ETF Teaching Standards	Examples
18. Technology	<i>Hair up theory and practical lesson</i> - use of Nearpod, PADLET and Quizziz <i>Balayage lesson</i> – use of app/ closed Facebook page to support learner collaboration
18. Technology 19. English and mathematics	<i>Camouflage makeup lesson</i> - Use of blogs to reflect on progress
19. English and mathematics 18. Technology	<i>Embedding English lesson</i> - Use of video blogs (VLOGs) to encourage learners to use evaluative language, click here for example
12. Theories of education and research	<i>Red vein and skin tag lesson</i> – Use of 'De Bono's Six Thinking Hats' by putting learners into groups and giving them each an area to research and feed back to the rest of the group. <i>Embedding maths lesson</i> – Use of Jonathan Tummons 'Evaluation of Lifelong learning'
7. Creative and innovative strategies to help learners to learn 18. Technology	<i>Mental Health Wellbeing lesson</i> - Use of 360 video to demonstrate a client revealing suicidal thoughts



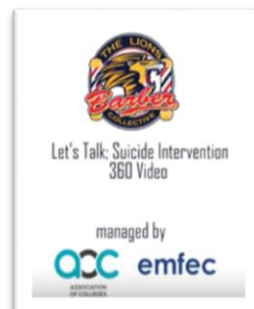
De Bono's Six Thinking Hats in action

Red vein and skin tag theory lesson

Examples of innovative resources:



360 Video Resource to support mental health awareness lesson.
(By Tom Chapman)

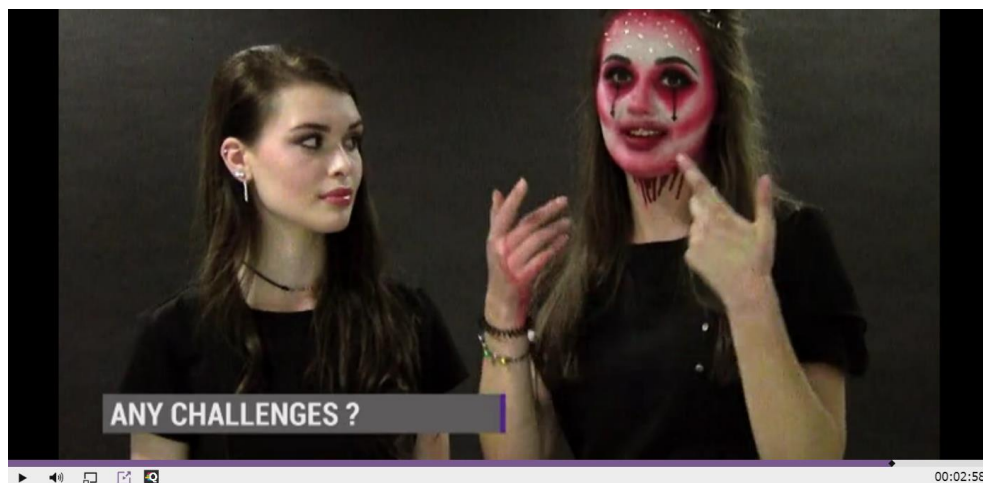


“Giving context around why there is such an importance at being a good listener and the skills needed to be able to apply this to the hairdressing industry”

Learner feedback from mental health awareness lesson.

“I would like to share this with all hairdressing and barbering learners”

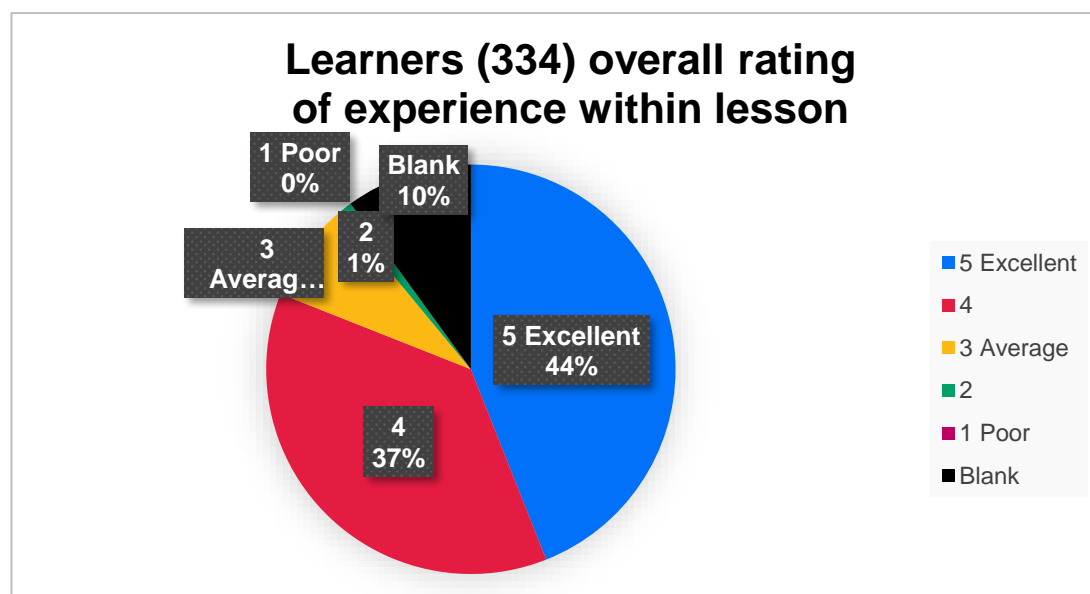
Tutor feedback from mental health awareness lesson.



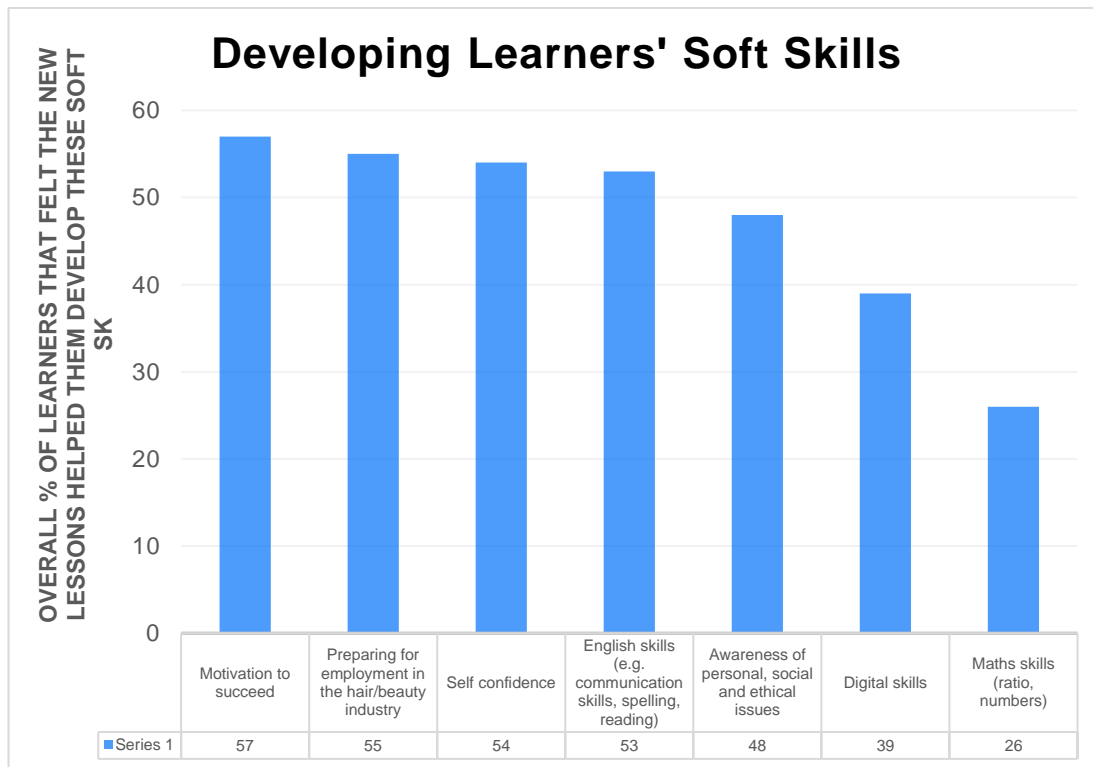
VLOG created to support evaluative language lesson (South Devon College)

Learner Feedback:

Overall 334 learners took part in a lesson or workshop. 150 of these evaluations were by new learners and 137 were by returning learners. Learner feedback was extremely positive about the new lessons overall with 81% of learners rating their experience within the lessons as excellent or good, 9% as average and 0% rating their experience as poor (10% did not answer the question).



Learners also rated how they felt the new lessons helped them develop soft skills. The top 3 themes being 'motivation to succeed', 'preparing for employment in the hair/ beauty industry' and 'self-confidence'.



Positive themes coming through from learner feedback regarding TLA strategies included:

- Developing creative and experimental approaches to practical skills development.
- Use of ICT, e.g. QR codes linking to videos, use of Kahoot, iPads, Padlet, mobile devices.
- Enhanced teacher demonstrations, i.e. incorporating opportunities to play back via video or own recordings.
- Use of video, particularly those featuring peers.
- Expert input and guidance. Learners responded particularly positively to employer led sessions.
- Working in groups to problem solve
- Enhanced practical learning with feedback, from both peers and tutors.
- Blogging, including opportunities to create professional brands.

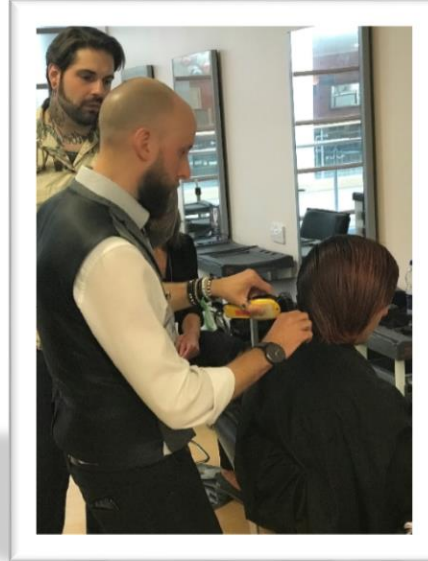
Staff Feedback:

Themes from staff reflections after delivering the lessons included:

- Not anticipating the need to prepare learners with the use of new technologies.
- Embedding maths resources not recognised by the learners on their evaluations. This could possibly be attributed to the effectiveness of contextualisation.
- The structure of delivery e.g. length of lesson or timetable structure
- Further strategies for stretching the more able learners.

Examples of lessons in action:

Tom Chapman delivering separate workshops for learners and staff at South Devon College:

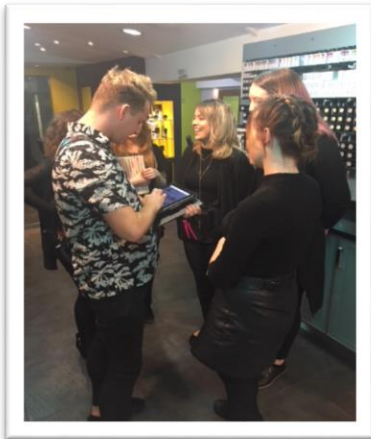


Learner feedback:

"By sitting in this class it has helped me 100% want to carry out a barbering course next year!!"

"This was a brilliant addition to our 'usual' day of learning and to witness & learn from a barber which is a prominent figure in his field"

Gershwins Hair Academy delivering a lesson on hair smoothing systems:



Learner feedback:

"I learnt the most when we were doing the hands on part of the activity, as I felt like I was really involved"

South Devon College delivering a lesson on evaluative language:



Learner feedback on the aspect of the lesson they enjoyed the most:

"Having to break down explanations of the topic, enabling me to write notes and write in a way I understand."

"The video of Anais doing make up."

"The explanations on how to write a good evaluation, and then practising on myself"

Carol Caine delivering a lesson on professionalism and employability:



Learner feedback from professionalism and employability lesson:

"I absolutely loved the session with carol. I enjoyed learning about the positive attitude to have to get to where I want in my future career"

Feedback from tutor on Carol's professionalism and employability lesson:

"Carol delivered an interesting thought provoking session that got the students thinking about their own careers and aspirations."

Stage 5 – Evaluation

Outcomes of the project

To share the project outcomes, a celebration event was hosted at South Devon College on the 8th November 2017 where 78 employers, staff and learners attended. The event was an opportunity for education and employer partners to share and reflect on the project and to promote the outcomes more widely with local employers who were also invited to attend. The event included a wet shaving and barbering workshop delivered by Tom Chapman and a



Excellent. Can you please give us a call? We would like to get involved with your students”.

“It was really good and I wasn’t expecting to see so many different workshops”

“A great way to collaborate & share skills. The demo was inspirational”

“Found it very interesting and could have watched for hours”

Feedback from the celebration event



One of the key benefits of the project for our organisation was that it's helping with bridging the gap between college & employer.”

Feedback from employer partner on the project



“Within the classroom I have been able to reflect-in-action and respond quicker to the needs of the learners. It has emphasised the importance of salon owners input and how it can enhance the college course. We have used the project to design areas that we need to now cover as part of our CPD.”

Feedback from a teacher on the project

media makeup workshop with Helena Lyons.

The project partnership anticipates continuing the collaboration and sharing of best practice between the partnerships formed by setting up an AoC Professional Exchange Group. This will aim to continue the work set in motion during this project; including employer engagement and feedback and working with awarding bodies, such as City and Guilds, to inform future qualification developments.

City and Guilds have also confirmed that they will use the outcomes of the project to help inform future qualification planning within the hair and beauty industry and will publish a case

Impact of the project – to date

- The overall aim of the project is for staff to become more confident with the skills they teach and how they are taught and assessed. The midpoint ETF Teaching Professional survey was completed in October 2017 by 74 teaching staff. A final survey will be conducted after the project end date in January 2018 for overall comparison.
- 334 learners have completed evaluations with 81% of learners rating their experience within the lessons as excellent or good.
- Evaluations were received by a range of learners;
 - 1.5% were aged under 16, 57.4% were aged 16-19 and 14.7% were aged between 30 and 64. 11.4% did not declare.
 - 3.3% of learners declared they had a disability. 3.3% prefer not to say and 11.4% did not declare.
 - 3.6% were male. 1.2% prefer not to say and 12.6% did not declare.
 - Breakdown of learner feedback by ethnicity:

Ethnicity	Number of learners - out of 334 (%)
White English	275 (82.3%)
White Scottish	1 (0.3%)
White Welsh	1 (0.3%)
White Gypsy or Irish Traveller	1 (0.3%)
White Welsh	6 (1.8%)
Mixed/multiple ethnic groups White & Black Caribbean	2 (0.6%)
Mixed/Multiple ethnic groups White & Black African	1 (0.3%)
Mixed/Multiple ethnic groups White & Asian	1 (0.3%)
Asian / Asian British Chinese	1 (0.3%)
Asian	1 (0.3%)
Prefer not to say	1 (0.3%)
Any Other?	4 (1.2%)
Blank	39 (11.7%)

- 10 peer observations were completed and highlighted the following themes: the value of guest speakers; development of

soft skills essential for industry; multiple benefits of learners creating blogs; increased confidence in both technical skills and use of technology by staff observed.

- A celebration event with barbering/makeup workshops to disseminate the outcomes of the project – attended by 78 employers, staff and learners. Out of 57 feedback forms received; 45 rated the event as excellent (5) and 12 rated it as good (4).
- 17 employers attended the Training and Development days and 5 employers delivered lessons/ workshops directly to learners. The celebration event was also an opportunity for 23 local employers to develop their own skills to reflect the changing curriculum. Feedback was very encouraging with requests for similar events in the future and more local collaborative activities.
- The project was shared with senior managers at the AoC Annual Conference as part of a breakout session on the OTLA programme.
- The overall aim is for learners involved in the project to have improved chances to pass end assessments through their developed skills (to be measured Summer 2018).

All resources are on a [community moodle page](#).