Evaluation of Hairdressing Training project

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Diane Saxon, ex City College Manchester
Kate Bird, Manchester Metropolitan University
Jonathan Putt, City College Manchester
Maria Clarkin, Blackpool and the Fylde College

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Summary

Key issues

Materials

The introduction of the Hairdressing Training materials represented the first e-learning resource that offered materials of direct relevance to a significant proportion of the National Vocational Qualification (NVQ) and the Scottish Vocational Qualification (SVQ) in Hairdressing. Some eighteen months later, the Hairdressing Training materials find themselves positioned within a volatile market of e-learning materials for hairdressing. As an early entrant, the Hairdressing Training website has made a significant contribution to raising the profile of e-learning in the hairdressing curriculum area and is now an integral part of the changing landscape in hairdressing training.

Initially, Hairdressing Training materials focussed on detailed content for cutting hair but had less content for other NVQ units such as colouring and health and safety. During the lifetime of the evaluation, the Hairdressing Training materials have expanded considerably in scope to cover more of the syllabus. Comparing the site to other materials that are available, all of which have a number of strengths and weaknesses, the site is a very worthwhile site to use within any teaching environment and an excellent resource for learners on hairdressing courses. However, the evaluation has found that the materials will need to be updated regularly to keep up with changes in the syllabus and with tutor and student expectations.

E-learning materials are still a new development in the hairdressing curriculum area and JISC's intervention in commissioning the Hairdressing Training website and providing support through MIMAS has had an impact on teaching and learning within hairdressing. This impact has been reinforced by the evaluation which has raised the profile of the materials and contributed ideas and practical activities to help tutors make use of the materials.

Perceptions of students and tutors

Throughout the evaluation, we found that students and tutors were generally positive about the Hairdressing Training materials, particularly the detailed content on cutting and the step by step lessons. The evaluation has collected a great deal of data on the strengths and limitations of the materials and this is presented later in the report. Hairdressing students liked the visual nature of online materials in preference to textual materials. They commented favourably on the step by step lessons where images are an essential part of the content. However, they also commented that some parts of the materials have too much text and that they would like more images. Tutors commented that 3D images and animations would help students complete the lessons and have highlighted the lack of multi-cultural images.

An initially unexpected effect is that participating in the evaluation has helped tutors to recognise a wide range of possibilities and uses for ICT, both in the training environment and in the wider hairdressing profession. This has encouraged them to explore the Hairdressing Training materials and other e-learning material and to make more use of them with their learners.
Issues for material developers

From its inception, the Hairdressing Training website has benefited from JISC’s awareness of accessibility issues and clear guidelines and this has helped ensure the site meets disability requirements. However, these requirements constrained the Hairdressing Training team developers particularly in the use of animations and other interactive activities and also led to increased development time and costs. Further constraints were imposed on the website in terms of maintaining independence from commercial interests.

However, the way that the website has been developed to take account of feedback from users and from the evaluation has generated a considerable and unanticipated workload for the developers and inevitably increased the costs of development. The developers have found that if they are to maintain the currency of the website and continue to develop the website in the competitive market that now exists, they need to establish links with commercial sponsors.

Resource issues

The evaluation found that few colleges had computers available within the Hairdressing teaching areas and students generally had to use computers in a learning centre. They may be able to use a specific area of the learning centre and it is normal practice for their tutor to accompany them and provide guidance. However, their access is sometimes limited by opening hours, by restrictions placed on websites or by technical issues.

The annual subscription charge for the materials is a barrier in some colleges and may mean that it is not renewed by all colleges. It may be seen as a relatively easy way to reduce the department budget. If tutors were aware this might happen, they would be reluctant to build the use of Hairdressing Training into their teaching and learning.

Effect on key performance indicators

The evaluation has found little impact on the Further Education (FE) performance indicators of retention, achievement and success. Without the longitudinal nature of the evaluation, it would not have been possible to examine key indicators in this way. However, the timeframe of the evaluation is still too short to enable us to report on lasting effects.

There are two main issues to be considered here. Firstly, as with any new resource, there is inevitably a time lag between acquisition of the resource and its adoption by the staff. Embedding of the innovation takes even longer. At the current stage, e-learning in hairdressing is very much a ‘work in progress’. We must also consider that at the start of the project, the Hairdressing Training website concentrated on cutting resources which represented only a small part of the NVQ level 2 syllabus. There has been insufficient time for the later additions of material for other units to be adopted by colleges so it would be unrealistic to expect to see any impact on achievement and success from the Hairdressing Training website within the timeframe of the evaluation.

Secondly, there are many other factors that influence the performance indicators, for example, different student cohorts, changes in staff, relocation of colleges or departments or changes in resources. For example, it may be that if planned resource improvements were not implemented this would result in a drop in retention rates. The common scenario is that colleges are using the Hairdressing Training materials in conjunction with other materials which include college developed materials, text books, other online materials and a wide variety of websites which means it is not possible to isolate effects due to one set of resources.
Access issues

Access to the materials via the Athens service has caused problems in some colleges. Colleges manage their Athens access internally and there are different arrangements which sometimes lead to problems in users getting IDs and passwords or being able to access the service. An alternative method of access has been provided for colleges where authentication is carried out on the college IP address. However, this means that access is only available within college and students may be unable to access materials from home as they have not been provided with an Athens password.

Additionally, Athens resources are usually managed by technical or library staff and tutors are often not involved, may not be familiar with using Athens resources and are sometimes not well informed about what is available to them and their students. This may explain why it has proved difficult to encourage tutors in some colleges to make use of JISC collections and why there is a long delay in getting resources such as the Hairdressing Training website into use in some subscribed colleges.

More general e-learning issues

The evaluation found that students expected to be able to use ICT in their learning. They make use of a wide range of support materials including books, learning packs, CD-ROMs and a variety of websites. Students make frequent use of websites when carrying out research for their assignments. Most of this research starts with a general search engine. Standard search engines can be difficult to use and the hairdressing curriculum area could benefit from a targeted search engine.

The evaluation found tutors to be positive about the new developments in ICT and their growing potential to provide differentiated teaching and learning to enhance the learning experience. This enthusiasm is related to their competence and confidence in the use of ICT.

Recommendations

For the funding bodies

- The JISC should resolve remaining Athens access problems in the period up to the transfer to the new agreed JISC access management system
- JISC Collections should undertake a feasibility review of the Hairdressing Training materials in the current market including content, benefits and costs and the likely future take up of the Hairdressing Training resources. This should consider other materials as discussed in the evaluation report and include materials such as modern textbooks which now have CD ROMs or DVDs to supplement the textual material.
- The RDN should explore the desirability of a hairdressing search engine, perhaps by reviewing and extending the vocational content of Artifact. Existing subject based search engines within the sector should be promoted and publicised.
- Funding bodies should recognise the need to be flexible in specific markets.
- Funding bodies should appreciate the value of longitudinal evaluations of e-learning innovations.
For the JISC and Jordan Burr

- Decide on the aim of the website – is it a full NVQ resource, a specialist resource concentrating on specific areas or topics or is it a general support resource?
- Identify the key selling points of the site; some to consider – ease of use, value for money, accessibility, wide range of cuts including male haircuts.
- Use these KSPs in future publicity material.

For Jordan Burr

- Build on results of the evaluation to upgrade the site.
- Review levels of interactivity in the materials.
- Consider extension of assessment material. As yet, few resources have practice tests for the NVQ mandatory units. These should be capable of self marking, providing feedback to students and producing reports for tutors. Possibly explore ways of making materials uploadable into college VLEs to facilitate tracking of student attempts and results.
- Consider extending the website to provide material for NVQ level 1 and level 3
- Review the use of the feedback area and response times to queries.
- Establish a process for a regular review of materials to ensure the website stays up to date and meets college, tutor and learner needs

For subscribed colleges

- Make sure your hairdressing tutors know about the Hairdressing Training materials and how to access them.
- Evaluate the use and effectiveness of the Hairdressing Training website with tutors and learners

For hairdressing practitioners

- If necessary, find out how to use Athens to access the materials. Get a user ID and password.
- Build use of the materials into schemes of work
- Include the use of the materials and using Athens passwords in student inductions.
- Create worksheets that use and extend the materials.
- Identify, share and promote good practice.
- Encourage learners to make use of the materials outside the classroom or college.
General recommendations

For colleges

- Review the relationship between the library/technical staff and the tutors so tutors are aware of and involved in decisions re college resources designed for use with their learners. Establish a robust process for future resource procurement.

- Remember that any new resource brings overheads in training and building into practice. Ensure tutors are able to access appropriate training in using e-learning resources effectively. Allow time for training tutors to use the materials effectively.

- Recognise that e-learning may mean a significant change in practice for some tutors. They will need time to fit the resources into their practice. They may need to adapt their teaching style to make use of the resources. The time they will need varies from tutor to tutor and some will need a long time or may be reluctant or unable to make the change.

- Adopt a strategy to evaluate and manage available resources in what will inevitably be a continually expanding field.

For team leaders

- Check what e-learning materials are available in your curriculum area, their costs and benefits before making purchasing decisions. Check what will work with your resources and equipment

- Talk to your learning resources staff and find out what your college has subscribed to. Disseminate to practitioners.

- Evaluate the use and effectiveness of e-learning resources with tutors and learners

For practitioners

- Talk to your learning resources staff and find out what your college has subscribed to.

- Find out what works with your learners and resource mix. Remember that any new resource may need adapting to suit your learners. Create worksheets that use and extend the materials.

- Check that your learners have sufficient ICT skills to make effective use of e-learning materials

- Build use of the materials into schemes of work

- Encourage learners to make use of the resources outside the classroom or college.
Introduction

The Hairdressing Training website was created by the hairdressing team at Jordan Burr Hairdressing to address the needs of students and trainees studying for National Vocational Qualifications, mainly at level 2. A collaboration between the JISC and Jordan Burr developed a version of the materials for use within the Further Education (FE) sector. Hairdressing Training was launched in October 2004 and is hosted and managed by MIMAS. The materials were made available to FE colleges by subscription and a 30 day trial subscription was also offered. Once a college has subscribed to the service, access to the Hairdressing Training materials is available to all college students through the Athens authentication service. Since the launch of the materials, around sixty colleges have subscribed to the service and usage has grown rapidly to 12,000 accesses during spring term 2006. The charts in appendix 1 illustrate the increase in usage over the lifetime of the evaluation. The first chart shows the page requests which includes hits on the front page by any interested people; the second shows post authentication requests which represents only accesses from subscribed colleges.

The evaluation of the Hairdressing Training materials aimed to find out how colleges were using the materials and how the materials could help learners with their studies. The evaluation team has investigated the use of the materials with groups of National Vocational Qualification (NVQ) and Scottish Vocational Qualification (SVQ) level 2 students in a number of colleges across the UK and has explored outcomes for learners; qualitative outcomes in terms of effects on the learning experience and quantitative outcomes in terms of performance indicators. The project was led by City College Manchester with colleagues from Blackpool and the Fylde College and Manchester Metropolitan University (see Appendix 2 for a list of project team members). The project was overseen by a steering committee which met regularly to review progress. The composition of the steering committee is in Appendix 2.

Context of the evaluation

Hairdressing Training is designed to assist tutors and learners on the NVQ hairdressing course at level 2. Students enrolling on this course are expected to have previous qualifications of 3 GCSE A-D grades in English, Maths or Science or an NVQ level 1 and Key Skill Communication at Level 1.

Students on hairdressing NVQ/SVQ level 2 courses in FE colleges come from a wide range of backgrounds and abilities. As might be expected, most learners are female although there is a small but growing number of male learners. The age of the learners ranges from school leavers to mature adults. As a result of the visits that have taken place to colleges during the evaluation we identified two distinct groups of learners. The first group mainly comprised learners aged 16-19 who are continuing to progress through the education system. A majority of these have already completed NVQ level 1 hairdressing either via a school links programme or a full time course straight from school. The learners in this group have good basic IT skills and in some cases have developed more advanced skills. Some of the learners in this group meet the entry requirements and are able to start the NVQ level 2 immediately; they would normally complete their level 2 within a twelve-month period.

1 MIMAS is a JISC and ESRC-supported national data centre run by Manchester Computing, at The University of Manchester, to provide the UK higher education, further education and research community with networked access to key data and information resources to support teaching, learning and research across a wide range of disciplines.
The second group comprises learners mainly aged over 19 who have a variety of life skills and qualifications. The entry requirements are the same for this group but we found that very few of these learners had any underpinning knowledge of the hairdressing programme area. These learners generally had fewer IT and organisational skills and needed more support to enable them to make best use of technological resources.

Within an academic year the expectation is that learners complete a 9 unit award, made up of 5 generic units and 4 technical units. The course and each unit within it comprises a mixture of theoretical knowledge and practical skills. Learners develop practical hairdressing skills designed to enable them to operate at a junior stylist level within the industry. Alongside the main programme, all learners are expected to undertake key skills, notably communication and IT skills. Learners are encouraged to word process their assignments, use email, carry out research using the Internet and complete their CV to help them continue their education or gain employment.

**Methodology**

The evaluation carried out a series of case studies in nine colleges; five colleges who had subscribed to the Hairdressing Training materials and four colleges who had not subscribed, to act as control colleges so comparisons of the use of e-learning and other technologies could be made. In two of the subscribed colleges, hairdressing NVQ was delivered at two sites and these were studied separately; one site where the Hairdressing Training materials were in use and the other as a control site. This brought the total number of case study sites to eleven. Colleges were selected on the basis of their use of the materials from the statistical usage data collected by Jordan Burr and MIMAS. In some cases, it proved difficult to get the commitment of the colleges and it became necessary to select an alternative. However, the selected colleges covered different regions, were of different sizes and types and included sixth form colleges. Two colleges were in Scotland where learners follow the Scottish Vocational Qualification (SVQ) syllabus. This provided the opportunity for the evaluation to explore the suitability and effectiveness of the materials for the SVQ as well as the NVQ.

A case study approach is particularly appropriate to the evaluation of innovation since it allows the innovation to be studied in detail in situ. The learning environment in which the innovation is introduced can be examined in order to learn lessons about impact, problems of implementation and possibilities for future development. This provides information for decision-making, both in the sites studied and with respect to implementation elsewhere. Case study “seeks to engage with and report the complexity of social activity” (Stark & Torrance, 2004, p. 33) within specific contexts and situations. Typically, a case study approach uses multiple methods and data sources and creates a rich description of the situation being studied. The evaluation used interviews, observations and questionnaires to build this rich picture of the use of the materials and to ensure that the voices of tutors and learners were heard. The research approach was essentially qualitative, studying “things in their natural setting and attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.” (Denzin and Lincoln, 1994, p. 2).

Data was collected during one day visits to each college which were repeated in the second year of the project. During the visit, tutors and learners were interviewed. Learners also completed a questionnaire with different questions being asked according to whether the college was subscribed to the Hairdressing Training service or not. Sample questionnaires are presented in appendix 3. The questions were reviewed at the end of the first year in conjunction with the project steering committee and minor modifications were made for use in the second year. In visits to subscribed colleges, where practical, the
researcher also observed a session where the Hairdressing Training website was in use. A summary of the data collection activities in the case study colleges can be found in appendix 4.

Key performance indicators for the FE sector include retention, achievement and success rates. Colleges produce their figures in the autumn term after the academic year ends, when all the achievement data has been received from awarding bodies. They are then able to compare their figures with the national averages (benchmarks) published by the Learning and Skills Council (LSC). These key indicators of retention, achievement and success are used by the LSC and the Inspectorate to assess the performance of a college. Retention is a measure of the percentage of students who complete the course of those who were on the course on the first census date. There are three census dates in the college year; the first falls on 1st October with subsequent dates being 1st February and 15th May. These dates are significant in that they trigger the amount of funding received for each student who is still attending the course on these dates. If a student is withdrawn from the course before the October census date, the retention percentage is not affected. However, no funding can be claimed for that student if the first census date has not been passed. Achievement is the percentage of students who achieved their qualification aim of those who were still on the course at the end of the year (those who were retained). Success represents the percentage of students who achieved their qualification aim of all students who were enrolled on the course (those retained + those withdrawn).

To ensure the accuracy of performance data, colleges perform data cleansing exercises during which class lists are checked by tutors at various times in the academic year to ensure the names, numbers, withdrawals, transfers, completions, achievements and dates are accurate. This information is then updated on the college’s central management information systems so that reports can be produced in order to monitor and evaluate performance accurately. The evaluation collected data on the key indicators for each of the case study colleges (see Appendix 6) but experienced some difficulties in getting this data from our colleges and found that repeated requests were necessary. This is perhaps not surprising as this is performance data and therefore potentially sensitive data.

Further data has been gathered from the usage statistics collected by Jordan Burr and MIMAS. In the early stages of the project, this was a major source of data for identifying suitable colleges and their level of use of the materials. The project team has maintained a dialogue with Jordan Burr via an initial in-depth interview with key personnel, followed by email, project meetings and towards the end of the evaluation, a further telephone interview was carried out.

Additionally, we have gathered data via telephone and email interactions with colleagues in MIMAS and the Regional Support Centre. Finally, in the last phase of the project, to support the data from the case study colleges, we designed and circulated a questionnaire to all subscribed colleges (questionnaires can be found in Appendix 3).

Collectively, this mix of data sources and methods provides a rich description and multi faceted picture of the usage of the materials in our colleges. It has also made it possible to comment on the broader picture across the sector. The inclusion of a number of control colleges enabled the evaluation to build up a picture of hairdressing training in colleges where the materials are not in use, and enabled us to compare and contrast the experiences of the hairdressing students and tutors in those colleges.
Other activities of the evaluation team have included attending national and regional workshops to promote the materials. The team has also developed supplementary materials to help tutors make effective use of the Hairdressing Training materials. The project also established a project website\(^2\) with information about the project and the case study colleges which provides access to tutor materials for downloading.

The evaluation was therefore collaborative in nature and additionally could be seen as adding value to the Hairdressing Training materials through the worksheets and assessment activities to assist tutors in making effective use of the materials. The work of the project provided suggestions for improvements to the Hairdressing Training team and many of these have been incorporated in the website during the lifetime of the evaluation. This was therefore essentially a formative evaluation. A formative evaluation describes and analyses how activities are carried out and interprets the outcomes. Formative evaluation is valuable in assessing strengths and weaknesses and the changes required to improve effectiveness. In this context, formative evaluation is the continuing study of the process of change in the material as it develops by monitoring the perceptions and progress of its users. Formative evaluation is particularly helpful in evaluating learning materials with a view to highlighting issues and making recommendations (Oliver, 1998) and can result in “meaningful feedback that can be assessed and reviewed by the materials developers”. (Thompson, 1987)

**E–learning in hairdressing**

All sectors of education have been subject to government driven pressure to make more use of technology in learning and teaching and considerable sums of money have been made available to the various sectors to make this happen. Traditionally, vocational areas such as hairdressing had a clear emphasis on vocational and practical work with the use of ICT not being seen as essential. Learning materials were mainly books and other paper based resources. Consequently it is only in the last two years or so that ICT resources have begun to appear in this curriculum area. However, we found that all colleges in the evaluation had set up learning resource areas where learners can access a range of resources including CD-ROMs, computers and the Internet. Increasingly, we found that learners were expected to word process their assignments, use email and make use of the Internet for research and information gathering.

However, adoption of e-learning in colleges is progressing slowly. The Becta survey of ILT in FE, ‘e-learning in further education: embedded technology, evolving practice’ (Becta, 2004), reported that

> 24 per cent of colleges still make no use of ICT to enable individualised study, only one in five use ICT to enable learners to access programmes at a time convenient to them and only 11 per cent use ICT to enable learners to study at their own pace.

The Becta review in the following year (Becta, 2005) reported that little progress seemed to have been made.

> ICT is fully and sustainably embedded in a small proportion of institutions – estimated at between 10 and 16 per cent of schools and 8 per cent of FE colleges, according to a recent DfES-funded study. Of the rest, a large proportion of institutions (76 per cent) in both the schools and FE sectors were making some

However, the picture is gradually changing as e-learning becomes more central to college operations and is increasingly embedded in the learner experience across all curriculum areas. Learners in colleges now have a range of technology aids to help them with their studies and enhance the learning experience, including:

- Power point presentations – used by staff and learners
- Virtual Learning Environment – used by staff to make presentations and other material available to learners outside the classroom
- Internet research – for coursework and assignments
- Purposeful use of emails
- Word processing of assignments
- Online testing
- Use of spreadsheets
- Video and audio
- Digital cameras to collect evidence of their practical work

As noted earlier, vocational curriculum areas such as hairdressing have been less fortunate than some other areas in having access to a range of high quality online learning materials. However, over the last few years, the market has become much more diverse and to make use of these new materials, colleges have had to extend and improve resources in hairdressing departments. For example, by increasing availability of PCs for both staff and learners, computerised till systems and appointment books, digital cameras and video. Some colleges have acquired interactive whiteboards to further enhance the learning experience.

In parallel with the lack of resources, staff in vocational areas were not at the forefront of technology developments and were often perceived as having lower levels of ICT skills. However, hairdressing teams along with other vocational areas have recognised the need to address this issue and ensure that staff skills are developed to make use of the new resources.

In this increasingly e-enabled environment, learners have a range of materials to help them with their courses. Text books frequently include a CD-ROM to add multimedia features to the printed page and there is an increasing number of hairdressing related websites. For example, manufacturers such as Wella and L'Oreal have websites that provide information about products and equipment and more. Other websites from commercial hairdressers provide information about hairdressing, present style galleries and some provide interactive content, for example, drag and drop or video. The evaluation found that students generally used Google to locate websites related to their studies. However a Google search for ‘hairdressing training’ gives nearly 2 million matches. To help filter website resources for their students, some tutors provide a list of recommended websites. A sample links list can be found in Appendix 8 and demonstrates the range of web resources available. The same search on the Resource Discovery Network (RDN) and on their Artifact search engine produces just six matches including the Hairdressing Training website and the RDN Virtual Training Suite for Hairdressing.

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3 Artifact. Best of the web for Arts and Creative Industries. [http://www.artifact.ac.uk/](http://www.artifact.ac.uk/)
National Learning Network (NLN) materials for hairdressing offer multimedia and interactivity\(^4\). The bank of NLN materials contains a number of learning objects relevant to hairdressing courses. However, not all colleges or tutors make regular use of the NLN materials, perhaps demonstrating the time lag needed for adopting new materials and has been constrained by the shortage of IT resources within hairdressing curriculum areas.

This then is the climate in which the Hairdressing Training website is positioned. The website was made available to learners by the JISC in August 2004 with the official launch event taking place in October of that year. The introduction of the Hairdressing Training materials represented the first online resource that offered materials of direct relevance to a significant proportion of the NVQ and SVQ. However the materials initially covered only some parts of the syllabus which limited their use and their acceptance by tutors and students. Subsequent additions to the website have extended the scope of the materials. Appendix 4 presents the coverage of the NVQ units by the Hairdressing Training website at the start of the evaluation and at the current time. It is clear that the website now covers a much greater proportion of the NVQ syllabus.

**Hairdressing Training website**

This section provides an overview of the Hairdressing Training website features and content. Appendix 7 shows some sample screens from the site.

The Hairdressing Training website is made up of a number of key areas that enable tutors to use the material within their teaching or for learners to study independently.

- Haircuts – Male
- Haircuts – Female
- Lessons
- Products
- Information
- Help

In the female haircuts section there are eleven different cuts ranging from the classic bob to advanced cutting techniques. For all the cuts, a guide is provided to explain which techniques are being used, and how the combinations of these techniques create the total look. Each of these cuts is then broken down into individual stages allowing the learner or tutor to follow the step-by-step guides from the conception of a haircut to its completion, or to dip in and out of the sections at any stage to suit their individual needs. The website also provides PowerPoint presentations for the step by step guides that tutors can download for use in their classes.

The section on haircuts for males is set out in the same way with four different looks and advanced cutting techniques. All of the images in these sections are two dimensional and do not show any movement within the cuts. The addition of cutting angles helps greatly with the explanation of the key aspects that are required to ensure that the cuts are completed correctly. In each of the areas a simple ‘test your knowledge’ section is

\(^4\) The NLN came into being in 1999 with the aim of helping to transform post-16 education. The NLN has been instrumental in increasing the availability of computers and other resources in colleges. The NLN commissioned a vast array of online materials content which is provided free of charge to all FE colleges. The approach chosen for NLN materials was a learning object approach with large numbers of small chunks of learning, typically 20 to 30 minutes, and including some assessment activities.

[http://www.nln.ac.uk/materials/](http://www.nln.ac.uk/materials/)
available for the learner to complete; some of these sections are marked and the learner
receives their score. These ‘test your knowledge’ areas are an excellent opportunity to
ensure that learning has taken place and give instant feedback to the learner.

The Lessons section of the site has greatly extended its scope since the launch of the
materials. At the start of the evaluation there were eight separate areas:-

- Consultation and aftercare
- Blow-drying techniques
- Health and Safety
- How to cut hair
- Hair travel
- Dressing Long Hair
- Health and Safety
- Skin and hair
- Setting hair

When you enter any of these areas you are able to work your way through a complete
overview of the topic. For example within the skin and hair section the subject is broken
down into five different areas:-

1. What is hair?
2. How hair grows
3. Maintaining healthy hair and scalp
4. Hair type, texture and density.
5. Structure, features and functions of the skin.

Within each of these areas the majority of the information is textual with few images and
there are no test your knowledge areas. The information in these areas is in-depth and
helps the learners with underpinning knowledge for the vocational unit that they are
covering.

Since the launch of the website three additional areas have been introduced.

6. Hair colour
7. Effectiveness at work
8. Perming and neutralising

In both the effectiveness at work and perming sections the majority of the material is linked
to Heinemann publications.

The Products section of the materials covers the use of tools and equipments alongside
products for styling the hair. There is also a link to a commercial manufacturer. There are
five specific areas:-

1. Blow-drying equipment
2. Cutting equipment
3. Shampoo and conditioners
4. Styling products
5. Matrix products
In the blow drying section, the use of different brushes is explained along with the ways in which they are used to help the stylist achieve a variety of different looks. The cutting equipment section explains how to use the tools correctly, from handling to ensuring that the hair is not damaged in any way by using the wrong tools for a specific hair type. Within the shampooing area, each of the massage techniques is explained in full. There is also a list of key areas to remember that include the health and safety issues relating to shampooing. Within the styling products area there is a brief overview of the key types of products that are available for use.

The material that is available on the site has increased considerably since the start of the evaluation (Appendix 4) and now contains a link to the NVQ SVQ syllabus. The NVQ Quick links area helps students find the information they need for specific NVQ units. There are links to each of the following units:

- H9 Shampoo
- H6 Cutting
- H10 Style, dress & Finish
- H13 Colours
- H12 Perm & Neutralise
- G1 Health & Safety
- G5 Positive Impression
- G7 Consultation

Each Unit is split into subsections and covers each section in depth. Mainly text based, the Quick Links provide comprehensive information, including material from other sources. PDF downloads are also available.

This is reinforced by the Information and Links section which provides links to other websites which have educational content.

The website also offers a glossary, a search facility, a feedback area and a discussion forum. The search facility is easy to use and quickly locates relevant pages. The discussion forum offers an opportunity for tutors and students to influence the development of the materials but so far there is little evidence of its use.

The Hairdressing Training site offers a great deal of interesting and valuable material. After comparing the site to other material that is available all of which have a number of strengths and weaknesses, the site is a very worthwhile site to use within any teaching environment and an excellent resource for learners. There is a fixed yearly cost for the Hairdressing Training subscription which varies according to the size of the college up to a maximum cost of £450 per year. This allows unlimited users and visits to the site.

The learning activities that the Hairdressing Training website makes possible are:

- Support for demonstrations in the salons
- Provision of a means for self study and self assessment
- Enabling enable students to print high quality notes
- Presenting information in PowerPoint form for tutors
- Enabling students to communicate with experts, tutors and other students
- Providing links to other sites to support the learning

The set of activities for other websites of this nature would be similar. However, several of these remain relatively new ways of working in the hairdressing curriculum, for example, having high quality material to support demonstrations or having a range of reliable, always available, material for revision and self study.
Other hairdressing materials

This section gives a brief overview of some of the major resources for hairdressing training many of which have appeared during the lifetime of the evaluation.

HABIA

This site is the hairdressing and beauty therapy authority site which is government funded and oversees any changes within qualifications being taught for NVQ or SVQ. The Habia site is used by lecturers for help with course information and support. Packages, books and teaching material given the Habia seal of approval or developed in conjunction with them all have a direct link to the NVQ that is being taught. Any materials developed in conjunction with Habia are available to purchase via a links page to their own product shop. Habia runs workshops for curriculum development and also attends the Association of Hairdressing Technicians (AHT) yearly event where colleges from across the United Kingdom are represented.

When the hairdressing standards last changed, Habia produced a Learning Support Pack for NVQ/SVQ Hairdressing at level two. This pack is used widely within colleges as it was the first material that linked directly to the new scheme and its requirements.

As with all material that is available, the pack has a number of strengths and weaknesses. The materials include a disc which can be uploaded to the college intranet for staff and students to use. Tutors delivering the material are supplied with lesson guides that match NVQ unit requirements. The pack also contains handouts which cover almost 90% of the knowledge requirement for the course. The Habia material requires an initial outlay of £945 but no additional funding is required. The key problem with the material is its lack of interactive activities and there is considerable duplication from unit to unit of some of the general underpinning knowledge questions.

LearnXtra

The LearnXtra site was launched in September 2005. This site is very visual and includes images and movies that have never been used in the teaching environment before. For example, learners can see the breakdown of the hair structure when perming, the way colour molecules are developed within the hair structure, the effects of heat styling, the science of shampooing etc. These animation films visually explain hairdressing science and demonstrate the complex theory. The site comprises two sections – EDUCATION and LX E-Zine. The EDUCATION section has been written & directed by Maurice Lister, Chief Verifier for City & Guilds, and follows the NVQ Syllabus in detail for Levels 1-2-3. The LX E-Zine is a student magazine including industry news, style galleries, competitions and trends etc.

Alongside the main site, colleges can purchase the City & Guilds SmartScreen which contains lesson plans, handouts and underpinning knowledge questions. The LearnXtra site is planning to introduce materials for beauty therapy for September 2006. Colleges will then have the opportunity to ensure that e-learning is used throughout the delivery of one of their largest curriculum areas.

LearnXtra offers individual learner membership at £12 and provides them with their own individual password. LearnXtra also offers colleges and training provider’s website membership licenses with one password for all students for a flat fee. If institutions take the first option this may be more expensive and require more administration.

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5 Since the publishing of this report, LearnXtra informed JISC of some inaccuracies in the text and requested that the report be amended. The text in red reflects the changes requested by LearnXtra.
NLN National Learning Network

The NLN materials contain clear and relevant images and most of the units also include some form of self assessment. NLN materials are free to the FE sector. NLN materials can be viewed online but can be very slow. Instead, the materials can be downloaded and placed on college networks or in Virtual Learning Environments for use within taught or directed study.

NLN materials for hair and beauty are mainly aimed at level two learners and include:

<table>
<thead>
<tr>
<th>Learning Object name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perming 2 - The perming process</td>
</tr>
<tr>
<td>Perming 3 – Neutralisation</td>
</tr>
<tr>
<td>Perming 4 – Consultation</td>
</tr>
<tr>
<td>Perming 5 – Analysis</td>
</tr>
<tr>
<td>Perming 6 - Selecting a treatment</td>
</tr>
<tr>
<td>Perming 7 - Aftercare and troubleshooting</td>
</tr>
<tr>
<td>Skin 1 – Structure</td>
</tr>
<tr>
<td>Skin 2 – Functions</td>
</tr>
<tr>
<td>Skin 3 - Types</td>
</tr>
<tr>
<td>Skin 4 - Consultation</td>
</tr>
</tbody>
</table>

Digital University Press

This is a new website launched in March 2006. It provides material for all the units of the level 2 NVQ and SVQ and also includes materials for key skills. Materials are presented within the Moodle learning platform and include animations, videos and voiceovers. Interactive learning activities are included after each set of learning screens. There is an extensive multimedia library which tutors can use to enhance their own materials. The cost is a payment of £500 per annum plus £5 per student per annum.

JISC FE Exemplars

In 2005, JISC commissioned five Exemplars to demonstrate and inspire the use of online resources. They show how practitioners can use text and images from these resources to support classroom learning and home based study to meet the core syllabus. The JISC Exemplar for Hairdressing and Beauty is a collection of vocationally related scenarios using JISC online resources to support and enhance the teaching and learning of Hairdressing and Beauty courses. The JISC Exemplars are freely available from any academic internet domain.

The scenarios consist of:

- Classroom support scenarios show how online resources can be used to support teaching and learning in the classroom.

- Home based study scenarios show how online resources can be used to create tasks and activities that learners can undertake outside the classroom.

- Additional support scenarios show how online resources can be used to provide learners with additional support for their studies either with guidance from their tutor or from a Learning Resources Centre.
Replace classroom scenarios are more complex and show how more advanced practitioners can use online resources for learning outside the classroom with virtual learning environments, other learning management systems or an intranet.

Vocational scenarios show how online resources can be used to complement a vocational course.

JISC Regional Support Centre resources

The JISC regional support centres have developed catalogues of materials for specific subject areas. For example, the RSC North West has produced a 64 page Hair and Beauty Resource Pack. RSC curriculum resources are freely available to colleges.
Findings

This section presents findings from the evaluation including key performance data, results from the student surveys, findings from the interviews with tutors and students and other data collection activities.

Case study colleges

Firstly, this section presents information about the colleges where case studies were carried out. Each college was visited at least once in each year of the evaluation. Due to the sensitive nature of this data, colleges were assured of anonymity in the report so each college has been assigned a letter. College A and B each have two sites in the evaluation.

Subscribed colleges

College A1 – a large general FE college located in north west England with two sites in the evaluation. In year one of the study the hairdressing department had joint access with another department to a computer room equipped with approximately 15-18 PCs and had access to two interactive whiteboards. In the second year of the project the college underwent refurbishment and the hairdressing department now has access to two IT suites containing approx 18 PCs each and a Learning Resource Centre (LRC) providing approximately 15-18 computers. Both computer rooms are equipped with interactive whiteboards. The department also has access to four theory rooms each equipped with an interactive whiteboard. PowerPoint is also used and the college has a VLE.

College B1 – a large general FE college located in north west England with two sites in the evaluation. The college has a well established VLE and provides e-mail and internet access for staff and students. All the course workbooks and packages have been uploaded onto the VLE for student access both in college and at home. The hairdressing department is on the ground floor of a new college building and has good salon resources with PCs. Laptops and data projectors are also available. Theory is mostly taught in standard classrooms, one of which has an interactive whiteboard. Resources are good with PCs located in the hairdressing teaching areas. Students can also use PCs in the college learning centres. PowerPoint is used extensively.

College D – This medium sized college is situated in south east England. Student access to computers is via the college’s LRC. Students can either drop in to the centre or book a computer. IT suites are also available for booked lessons. Three hours of computer access a week are timetabled for the students, one hour for IT Key Skills and two hours are set aside for assignment development and underpinning knowledge for the NVQ. There is currently no ICT provision within the hairdressing classrooms themselves; however the college plans to introduce PowerPoint next year.

College F – This small to medium sized sixth form college is located in north west England. Students have IT access in three areas of the college. The Learning Resource Centre provides access to approximately 25 computers and IT Suites provide a further 50 PCs. Students also have access to three computers based in the hairdressing department itself. The students have a regular one hour per week for IT Key Skills. The tutors can access computers across the college. Within the hairdressing department, there are four computers located in the staffroom and tutors can book laptops out at any time. PowerPoint presentations are used in theory classrooms. The college has one interactive whiteboard which can be accessed by all departments. Due to restricted access and the
need for staff training, the hairdressing department hasn’t used this facility to date. This college has recently merged with another larger college in the same area.

**College H** – Located in west Scotland the Hairdressing department is located in a small college campus located in the suburbs, with limited IT resources available to students at the site. Students can access 10 PCs in the LRC. Support from LRC staff and tutors is available, but access is restricted as the centre is closed at certain times of the day. Wider access to ICT is available to students at the college’s other campuses; however travel is involved. In year two of the study, access to ICT remained limited although tutors were attempting to timetable access to the LRC for the students. Tutors have limited access to PCs in the classroom and do not have internet access. ICT is not currently brought into formal teaching sessions and computers are largely used by the students for research. Recently the hairdressing and beauty department has acquired a PC and data projector and are beginning to deliver PowerPoint presentations. The college is planning a new build in the near future which will provide greater student resources for the hairdressing department including salons equipped with PCs, projectors and interactive whiteboards, lap tops and internet connections in every room.

**Control colleges**

**College A2** – The hairdressing department occupies a relatively small campus based in the town centre and students have access to the campus LRC which provides approx 15-18 PCs. The department also has access to two interactive whiteboards, one in the theory room and one in the barbering section. The students have a one hour timetabled computer slot per week and have access to the college’s VLE, which is specifically aimed at the students. PowerPoint and the college VLE are used extensively.

**College B2** – The hairdressing department is based in a bustling campus located on the outskirts of a major city. Students have access to computers via the college LRC on a drop in basis and tutors are able to book IT rooms for lessons. The department has a theory and resource room equipped with PCs and an interactive whiteboard.

**College C** – This medium sized college, based in north west England is situated in the town centre. The college largely recruits from the local area and many learners are from areas of high deprivation. In year one of the study the hairdressing department had limited access to ICT facilities in the classroom. One laptop computer was shared between the hair and beauty departments and one interactive whiteboard was available for the whole of the college. By year two of the study the department had access to an interactive whiteboard and a theory room equipped with four computers and PowerPoint. Interactive whiteboard materials, CD-ROMs and tutors’ own materials were also being used in the classroom. Since the last visit the department now has a theory room equipped with eight computers, one fixed laptop and an interactive whiteboard. Wireless laptops are now available in each salon and computer access in the department’s staffroom has been improved. The college is currently developing a VLE.

**College E** – This college, based in north west England, provides three Learning Resource Centres across two main buildings providing good computer facilities for students. Computers can be booked in one hour slots which can be extended, and students rarely encounter problems using the computers for as long as they need to. The LRC also provides the FENC suite of online hairdressing resources which is available to both staff and students. The hairdressing department currently has access to computers in every

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6 FENC is the Further Education National Consortium [www.fenc.org.uk](http://www.fenc.org.uk) provides an extensive portfolio of materials to subscribed colleges. Materials are generally written by FE practitioners.
salon, and 5 interactive whiteboards and projectors are installed in the salons. The hairdressing and beauty departments also share an IT suite. From September 2006 the department plans to provide palm tops for the tutors and students.

**College G** – This college is based in west Scotland and located in the heart of the town centre. Demand for hairdressing and beauty courses has been particularly strong over the last few years. Current ICT provision for the students is located in the college’s LRC, which has restricted access due to the booking system employed and limited opening hours. Many students are further restricted through lack of home access. There are no computers or ICT being used within the department itself. The college is moving to a new build which will provide increased LRC resources and the department itself will be provided with a PC and three laptops.

**College I** - This large north west college provides good ICT facilities. The hairdressing department has access to the college’s large LRC. PCs are available in every salon and the college has its own intranet. By year two of the study the department had acquired interactive whiteboards in every theory room and PCs in each salon. PowerPoint and digital photographic equipment are also in regular use.

**Performance indicators**

The key indicators for the performance of FE colleges are Retention, Achievement and Success as discussed previously. Appendix 6 presents the retention, achievement and success figures for the case study colleges in the evaluation. Figures are given for the last three years. For colleges A and B figures are also given for each site.

**College A** – retention is consistently above benchmark over the 3 years; however it decreased in 04/05 by 12%. This may have been due to the fact that the college had to close for a period and relocate. Achievement is also above benchmark in all 3 years, although there was a slight (2%) decrease in 04/05.

**College B** – retention is significantly above benchmark over the 3 years with a decrease in 04/05 by 7% but still well over the benchmark. The achievement is consistently above benchmark with an increase of 4% in 04/05.

**College C**- retention dropped below benchmark in 03/04 by 1% but increased and exceeded benchmark in 04/05 by 17%. The achievement is consistently above benchmark with a small decrease of 2% in 04/05.

**College D** – retention has been below benchmark for 3 years with an improvement in 03/04 of 6% and a decrease of 18% to its lowest level in 04/05. Achievement has increased over the 3 years to benchmark in 03/04 and above benchmark by 4% in 04/05. However as the retention is low in 04/05 the number of learners achieving is likely to be far lower than in previous years.

**College E** – retention decreased in 03/04 to below benchmark then increased to 3% above benchmark in 04/05. Achievement decreased in line with retention to below benchmark in 03/04 then improved to 4% above benchmark in 04/05.

**College F** – retention decreased over the 3 years to 2% below benchmark in 04/05. Achievement decreased to 3% below benchmark in 04/05.
**College G** – retention decreased by 6% in 04/05 but remains above the national benchmark. However, achievement decreased significantly in 04/05 (36%) and is now well below the benchmark.

**College H** – retention has progressively increased over the 3 years to 1% above benchmark in 04/05. Achievement has also increased over the 3 years to benchmark in 03/04, rising to 4% above the benchmark in 04/05.

**College I** – retention decreased to below benchmark in 03/04. There was an increase in 04/05 but retention remained below benchmark. Achievement displays an increasing trend over the 3 years from benchmark in 02/03 to 100% in 04/05.

**Subscribed colleges**

In the subscribed colleges, retention in 04/05 has declined in 4 out of 5 of the colleges. College H has significantly improved retention and is now above benchmark. College D has seen a decline in retention and is now significantly below benchmark. Achievement has improved or been maintained at or above benchmark in 4 out of 5 of the colleges with the fifth declining over the 3 years to just 3% below benchmark. This is the same college (college D) where retention has also declined below benchmark.

**Control colleges**

In the control colleges, retention in 03/04 decreased in 4 out of 5 of the colleges. A number of factors could have caused this. For example, new NVQ standards were launched in September 03. Change of tutors, accommodation or resources could also have had a detrimental effect. In two colleges, retention declined further in 04/05 but only one college (college I) is below benchmark. However, achievement is above benchmark in all but one of the colleges over the 3 year period with one college having 100% achievement in 04/05. College G has seen a significant decrease in achievement to 31% below benchmark. This was picked up in a recent inspection review which also stated that although ICT resources were available in the college, staff lacked the necessary skills to use the technology to support learning and teaching effectively.

From this data, we can see that Retention in 04/05 has declined in the subscribed colleges more than in the control colleges but Achievement has improved or been maintained to above benchmark in most of the colleges with the exception of one subscribed college which declined significantly and one non subscribed college which dropped just below benchmark. However, as already indicated, a range of factors affect this data, many of which have a more significant effect than the choice of learning materials. We know that one college moved premises during the project and several have had changes in staff so we are unable to draw any conclusions about the effects of the Hairdressing Training materials on the performance indicators.

The evaluation found that control colleges while not using the Hairdressing Training materials were using a variety of other resources, many of which were also in use in the subscribed colleges. This makes it very difficult to isolate effects due to any one resource. It should also be remembered that the Hairdressing Training website was limited in scope for most of the evaluation.
This section presents the detailed findings from the surveys and interviews carried out during the evaluation. The findings are presented in three sections giving the perspective of the tutors and students, followed by data from the subscriber survey.

The tutor perspective

In the first year of the evaluation, initial impressions of the Hairdressing Training materials from hairdressing tutors were mainly positive. Tutors highlighted the benefits of the website due to its structured straightforward layout, step by step approach, effective diagrams and easy to understand text although there were comments that the text is a bit small and there is too much of it. The step by step approach appears to echo the format that the tutors like to use and there was a consensus that the site is user friendly. Tutors felt that the site provided more illustrated cuts than the text books, and praised the quality of the diagrams which enabled them to illustrate the range of cuts to suit individuals. Another advantage was that the website enabled students to work at their own pace.

Some comments from tutors illustrate how the website had benefited their students.

You can easily get through it. Some of the paragraphs [are] long…bitesize chunks might be more beneficial to students…The diagrams are good. The actual structure of the assignments and how we teach the subject, it’s very well structured. It takes them through the same way as I take them through. (Tutor, year 1)

I quite like the revision mechanisms that are on there… students work at their own pace [and the] diagrams that are on there are very good. (Tutor, year 2)

I think it’s really straightforward for the students to use and there’s a lot of useful information on it, and I know new things have been put on as well, so there’s a lot they have been using. They’ve found it really useful, especially the cutting, it really does help them. (Tutor, year 2)

Lots of the students are very capable and there are some that have never used them … and they’re very good at showing each other and I think if you get onto a website, it holds their interest in finding things out. (Tutor, year 2)

…that’s the one we’ve focused on quite a lot because it is easy to take off the information, it’s easy to understand (Tutor, year 2)

…for their coursework they’ve got enough information, it keeps it quite compact and it keeps it quite concise. (Tutor, year 2)

…other websites aren’t geared towards their coursework as such…but this is very good for the level it’s pitched at. (Tutor, year 2)

The website is also benefiting tutors. The PowerPoint presentations are popular because they can be downloaded and used in a classroom without requiring access to the Internet, perhaps seen as a less risky strategy in a college environment. This saves time in preparing presentations and other class materials.

I think it’s benefited me because it’s saved time in preparing my own work and my own presentations and it’s really thorough and it gives really good step by step accounts of things, and it’s easy for the students to look at and read through and if they’re unsure about doing a cut they can leave the client for a few minutes, go on
it and just check what they should be doing, so it’s quite thorough, [and] you can rely on it when the students are working with a client as well. (Tutor, year 2)

Tutors also commented on the limitations of the materials but it should be noted that most visits took place before the site was updated. One tutor commented that she viewed the site as another teaching and learning tool. As the tutor worked with students from all levels she felt that the site’s focus on level 2 students was restrictive as – ‘If the site catered for all levels [it] would be used more often.’ The tutor felt that the site ‘works’ in terms of style and content’, but is ‘not basic enough’ and students and tutors would benefit from the development of a foundation level. She continued to emphasise the need for the site to ‘upgrade and update’ highlighting the development of colouring and perming sections and the incorporation of new styles.

Other tutors commented

> I think it’s a good website and it’s excellent for level 2, but it’s limited, I mean there are others that as soon as the students go onto it’s holding their attention and…interest ….

> Anything that shows you a practical demonstration in a skills area is fantastic for the students and again for students who have problems like dyslexia, if they can see a demonstration…that’s more beneficial to them than actually reading a whole lot of information which they struggle with in some instances, so I think the website’s good but it could be expanded a bit more to try and cater for a broader range of needs

The amount of material, particularly textual material was seen by some tutors as being overwhelming and might be off-putting for students.

> I think initially, these particular students… their initial reaction would be there’s far too much, I can’t cope with it, lots of writing. That’s the impression I got. But I think if we were to spend time and use a lesson to say let’s explore this website, let’s see what there is, yes we do need to do a bit of reading on it, but when you look at it is in bite sized chunks really…It needs to be presented properly, but once they get into it, it’s like a text book, there’s a lot of ways you can access the index of a text book, so in that respect if they’re patient and if somebody is guiding them initially it could be, and is useful (Tutor, year 2)

> It seemed very straightforward, it’s just that it’s ‘wow there’s such a lot’…I don’t think it’s difficult to navigate. I’m not brilliant on the computer but I found it quite easy to find things. (Tutor, year 2)

These comments highlight the need for a proper induction for students. This was noted by a Learning Support Tutor looking at the site for the first time who felt that the amount of text may initially be overwhelming for the students, but if the tutors introduced and guided the students through the website this would cease to be a problem.
How are the materials being used

Year 1

We found that the materials were used in different ways across the case study colleges. Inevitably, availability of resources is an important factor in this; if the college has no resources in the classroom, students can only use the materials in the learning centre and this constrains the type of activity that can be undertaken. The range and distribution of ICT equipment available within the case study colleges, and specifically within the hairdressing departments, varied greatly, ranging from computer access being limited to the Learning Resource Centre to colleges which had computers and interactive whiteboards distributed throughout the department in both the salons and theory rooms.

In year 1, we saw little use of the materials in the classroom but where they had been used, tutors had found them helpful. In one example of this, the tutor used the site to walk the students through the specific information they needed, making full use of the diagrams. Tutors reported that the materials were helping them in delivering the NVQ/SVQ. “I think it just adds to the enthusiasm and concentration of the students, it’s an alternative approach, a [different] learning style.” Another tutor commented:

*We use the cuts in the practical sessions. In the salon we have PowerPoint, so we could get it up and deliver the theory and also the practical side because it’s got diagrams. It’s definitely relevant for the NVQ. It was all very training based and easy for the students to understand. So yes, I would say it’s good all over.*

Other tutors described how they were making use of the materials to help their students with the knowledge questions:

*The City & Guilds knowledge questions can be quite complicated, so it really makes it a lot easier if we can do it together with the [HT materials] then we can go through it step by step and all the answers are up there for them.*

Integrating the Hairdressing Training materials into their teaching was making tutors re-evaluate how they did things. This was a new resource and inevitably, the process will take some time.

*It’s all quite new at the moment…So maybe by September we’ll bring it in as a more formal thing.*

*We’ve always had a process of teaching a series of haircuts step by step, previously we [used] videos and textbooks…we’re in the process of swapping over to using possibly this one as our main method so there’s consistency in how we teach. We link [the site] to their assessments…we’ve tried also discussions, but that’s quite weak…*

Reflecting this need for time and also the lack of resources in colleges, we found it was much more common for tutors to take their students into a learning centre to use the materials with the tutor providing guidance and support. Tutors were encouraging their students “to go and have a look at what’s actually on there to aid their own learning”. They were also encouraging students to use the materials for consolidation and revision.

*What I’d like to do next is to encourage all Level 2 classes to use it from the outset in their course work [and] try to use it over a broader area.*
If they’ve done a client in the morning that they’ve been unsure about they’ve gone back to that and had a look at how they could have improved it. So they are using it themselves.

The 2nd year students will have been taught last year from scratch, so they’re using it more as revision than a development of their knowledge and where they are unclear on certain aspects they’ve found it quite helpful.

There was a consensus that the website was well laid out and easy to use even if students didn’t have very good ICT skills. One tutor commented

A lot are very basic with [computers] so to be able to access something like that which has all the information on one site is really good for us, easy to use and you get a lot of information from it. It’s something they can use that’s easy to access, straight away, getting results.

Initially the materials were being used in an informal manner, forming part of the general resources available to students for additional interest or research and they were used mainly in the LRC. However in later college visits, there was evidence that some tutors realised at quite an early stage that the Hairdressing Training materials could be brought into the formal structure of the course itself. However, this takes time and in this first year the materials were mainly used in sessions on teaching cutting techniques. In a group setting, tutors focussed primarily on the diagrams and photographs on the website; they found this much more effective as many of their students did not cope very well with large amounts of text.

Year 2

The overall view of the materials remained largely unchanged from the findings in the first year of the evaluation. The site has been primarily used to accompany the NVQ/SVQ cutting assignments and has been incorporated into theory sessions which the tutors felt had helped to develop cutting techniques, whilst also making use of and developing students’ ICT skills. As in year 1, tutors reported that the site was very good for the cutting assignments and the step by step was useful. They particularly liked the graphics on the site which they felt provided a greater range of illustrated cuts than the text books and were an improvement on demonstration videos by providing clearer and more accurate illustrations of the angles. It was also felt that the site enabled students to work at their own pace. Some comments from tutors will illustrate this:

We’ve really tried to, even more so this year to encourage the use of websites for their course work and the Hairdressing Training website matches what they are doing…and what I’ve tried to do is involve as many tutors with their groups…we’re also encouraging Level 3’s…the students who worked with the website last year are continuing to work [with it], so we’re trying to encourage it throughout.

Allows independent learning, is a useful resource for support staff, links with assignment needs and fits into the melting pot of resources

[ICT] has the potential to develop interactivity, social skills, communications and building self-esteem.

ICT helps in the development of team building and increasing student confidence.
In the second year, the website remained generally popular amongst the staff and students. The main use was still as a back up resource, usually accessed from college learning centres. The availability of PDF files was popular with students but tutors were anxious not to turn the site into a paper based resource by them merely downloading and printing off the materials.

Many colleges are still constrained by lack of resource within the teaching area.

We don’t really use them [PCs] in formal teaching sessions, it really is only their project work … we can come down in a theory slot and we have to book into the resource base in advance, so they have to be very well prepared for it, but as I say it’s used as an informal resource, it’s used more as a research resource, instead of coming down and using their textbooks, they’ll come down and go on the websites. They’ve been using the Hairdressing Training site and they’ve also been accessing other websites, so it’s created their interest…there’s a lot of good material available, but I think specific to their course work, this website particularly ties in with their course work…for example cutting, it’s all there for them and it’s pitched at the right level which makes a big difference

However, we have seen wider use and more variety of access locations and times plus some different approaches starting to be used by tutors and students to incorporate the HT website into their teaching and learning. In three case study colleges, the site has been used in both formal teaching and independent learning. The website was felt to be useful for both theory and practical and both tutors and students would like to bring use of the site into the salon but here almost all colleges are constrained by the available resources.
Case studies of practice

This section describes some ways in which the website has been used during observations in the evaluation visits.

This first example builds the use of the website into formal teaching for the lifetime of a set assignment. The tutors use the PowerPoint presentations and have transferred the materials onto transparencies for classrooms not equipped with PowerPoint. They also make paper based copies available to students who are unable to access computers. The tutor uses the site to demonstrate the criteria for the assignment, in which the step by step guide was described as ‘ideal’ in this context. The site is also being used to deliver health and safety.

This second example was a group of eight students in the latter stages of their NVQ Level 2 participating in a theory session aimed to prepare the students for an impending Cutting Knowledge Questions test, bringing together the skills and knowledge they had acquired over the course by drawing on both their practical and theoretical skills. The tutor introduced the Hairdressing Training website to the students via an interactive whiteboard, walking the students through the requirements of the test. Focusing on developing the students’ underpinning theory of cutting techniques, the tutor placed particular emphasis on the site’s illustrative diagrams to highlight the correct cutting techniques and angles. The step by step illustrated layout of the site assisted both the tutor’s delivery and the students’ understanding; one student was heard to comment “It does make more sense looking at this.” The students were asked questions as each step was explained. The students engaged well with this method, and both the tutor and the students took advantage of being able to easily recap earlier sections of the lesson enabled by the clear layout of the HT materials and the use of the whiteboard. Towards the end of the session the tutor informed the students that they could access the website independently and suggested they visit the site at the next Key Skills lesson. The ability to print off the step by step cuts was also highlighted as providing a useful guide for students working on cutting blocks during practical sessions.

In a third example, the students were asked to study the diagrams depicting the skin and hair structure and were told that they had five minutes to explore the diagram before questions would be asked. There were no problems accessing and enlarging the diagram. The tutor walked the students through the diagram examining the structure of the skin, asking questions along the way. As the questions were successfully answered, the tutor wrote down the key terms on the whiteboard and provided additional information. After examining the diagram, the students were then directed to explore the text accompanying the diagram for further information.

In this example, the lesson was about head and face shapes. The tutor aimed to develop the students’ client consultation skills by identifying head and face shapes and the styles which suit particular shapes. During this section of the lesson the students were asked to work in groups and used a variety of resources including paper based handouts, the HT site and general internet searching. Initially students were asked to go to the head and face shapes section of the HT site. They were then asked to work in groups of three and asked to match each other’s head and face shapes to the main types illustrated by the handouts and the HT site. The students were then directed to search the internet for images of a variety of styles and face shapes. The students were advised to use Google or Yahoo search engines and to visit the UK Hairdressing website. The students engaged well with this part of the lesson and the majority of the students competently approached internet searching.
The student perspective

This section presents the findings of the student surveys carried out in years 1 and 2. Surveys were done in all case study colleges with an expanded questionnaire used in subscribed colleges. The questionnaires can be found in Appendix 3. The data table in appendix 5 shows the numbers of completed questionnaires in each college and each year. The section starts with discussion of the responses analysed by year and subscribed/control colleges. The section then presents comments about the Hairdressing Training website from students in the subscribed colleges.

Subscribed colleges

Year 1

The students in the case study colleges that had subscribed to Hairdressing Training were mainly in the 16-19 age bracket (62%), 40% have their own computer at home which they use more than those in college. The main uses of computers by the students were for Internet/research for assignments (85%), word processing (75%) and email (42%). Nearly all (87%) used the computer in college at least once a week reflecting the common pattern of a weekly timetabled ICT session. Only 8% used a computer every day in college compared with 33% who used a computer daily at home.
Almost 70% indicated they were Quite Confident or Very confident using computers.

![Confidence in using computers - year 1](image)

Only 50% had been given some training in using computers; of those, half had received the training at school and half at college.

Students felt computers helped their learning in a number of ways. The main themes that emerged are illustrated by the following comments:

**Helping with assignments**
- On hairdressing, it also helps me do my assessments
- To find out information for assignments
- Helps with assignments and theory work, also helps you to research
- Because you have to do assignments on the computer
- We look on computers and print off pictures for assignments
- It is good for research of knowledge for assignments
- Helps to research and collect different ideas. Also to write up assignments

**Finding information**
- There are a lot of useful websites with information.
- Access information for hairdressing websites
- We can look on computers to get new hairstyles
- Instant access to any information needed

**Writing up and presenting work**
- Helps with spelling, punctuation and grammar. Typing up assignments, looks neat
- Writing assignments for spell check as I am dyslexic
- For printing off assignments
- Mistakes are easily rectified, pictures can be scanned
- It makes assignments look a lot more presentable and I can type posters
- Typing up assignments/ saving work etc.

**Learning**
- Gain knowledge and understanding
- Helping you use pictures to visualise different cuts
- It helps with your theory work which is 25% of our work
- How to book people in and do the appointments
Year 2

The students in the subscribed colleges were mainly female (over 90%) and mainly in the 16-19 age bracket (77%). About half have their own computer at home which they use more than those in college. As in year 1, the main uses of computers by the students were for Internet/research for assignments (83%), word processing (65%) and email (48%). 10% highlighted the use of MSN Messenger. This year a lower percentage (67%) reported that they used the computer in college at least once a week although the weekly timetabled ICT session has continued. Daily computer use has grown with 13% saying they used a computer every day in college and 30% at home.

All students said they liked using a computer for learning.

As in year 1, 70% indicated they were confident using computers with 36% saying they were Very Confident.

In year 2, nearly 80% had been given some training in using computers, the most common time for this being in school although 25% said they had had training in college.

Students felt computers helped their learning in a number of ways. The main themes that emerged were very similar to year 1 although this time there were many comments about
accessing information but no comments that really brought out the learning that was taking place in this process.

**Helping with assignments.**
*Information for assignments, graphics*
*Websites for hairdressing, print outs for assignments, grammar and spell check*
*The computer is very helpful as I mainly use it at college for assignments and research*
*Information for assignments can be found easily on the internet*

**Finding information.**
*You can find information on your own on just about anything Has more up to date sites and styles to look at and step by step guides of how to do it. It helps get to more information.*
*Access to websites for hairdressing.*
*Diagrams and information go further into details*
*There are diagrams on the computers and they give us a detailed description.*
*You can find information quickly.*
*A lot of information on most subjects. All from different points of view*
*There’s more opportunity to find different methods and tips from the internet*

**Writing up and presenting work.**
*Keeping it saved.*
*Able to use spellchecker. Grammar checker.*
*You can file all your work so you know everything is neat and saved, so you don’t lose it.*
*Typing is easier than writing. It makes the work presentable and has pictures*
*Writing up coursework and presentations*
*So my assignment looks professional when word processed*
*You can also print off so that you always have it*
Control colleges

Year 1

The students in the control colleges were made up of 55% in the 16-19 age bracket and 20% were over 26. Nearly half of the students have their own computer at home and a further 40% have access to a shared computer at home. They used computers at home more than those in college. As in the previous groups, the main uses of computers by the students were for Internet/research for assignments (83%), word processing (75%) and email (54%). In the control colleges, a lower percentage (58%) reported that they used the computer in college at least once a week although most colleges have a weekly timetabled ICT session. Daily computer was higher with 30% saying they used a computer every day in college and 30% at home.

![Computer use - control colleges year 1](image)

Nearly 80% indicated they were confident using computers with 20% saying they were Very Confident.

![Confidence of students in using computers - control colleges year 1](image)

Less than half of the students had received training in using computers with most of the training being done in school. This reflects the age profile of the group.
Students felt computers helped their learning in a number of ways.

**Help with assignments**
- Assignment research
- Access the pictures for assignments. Different websites to get information.
- To get good information for my work. Easier to use. Faster
- For competitions to research looks and word processing for portfolios

**Finding information**
- Research on internet
- Easier to access information. Print off information
- Research levels are higher, more access to research
- You find more about things on the computer rather than reading books, and it's more fun to research on the computer

**Writing up and presenting information**
- Helps everything to look neat and tidy
- Quicker and neater than writing
- Makes my work look better presented on word
- Helps with word processing and pictures
- Spell check, internet
- It makes my assignment easy because if I make a mistake I can change it, but if I write it will make it a mess
- Keeping all my records and documents to extract information about my course and provide material to work with
- Neatly presents work to a higher standard, helps with grammar
- Computers are the best invention ever and help me lots with my work and spelling

**Employment related**
- You use computers in most jobs now
- Advertising, leaflets etc.
- Very well as I want to set up my own business

There were few negative comments from this group, the only ones being a need to upgrade the computers in the college.

**Resources used**

The list below summarises what the students said about the resources they used on their course.

- Hairdressing text books
- Handouts / Internet / Books
- Hairdressing text books / websites / Microsoft word / publisher
- Videos, internet, books
- PowerPoint. Habia
- Encarta, hairdressing books and magazines
- Books, search engines, Encarta
- Leo Palodeno hair books, hairdressing sites
- Leo Paladinio books, magazines, pictures of computers
- Online materials
- Hairdressing NVQ Level 3 book, college intranet
- Online research via Google, handouts
- Websites on hair materials latest fashion
- Wella company website, handouts, diagrams, presentations on the web
- Books, teachers, computers, internet
- College booklets, books
- Use Google for images
- Hairdressing book to help with assignments
- Internet, finding out the price of paint and floor tiles for a salon
- Plato course books, handouts, internet
- Spread sheets / data bases
- Hairdressing books and research on the computer at home
Year 2

The students in the control colleges were almost exclusively female (we had only one male student in this group) and mainly in the 16-19 age bracket (77%). 35% have their own computer at home, a further 35% have access to a shared computer at home and again they use computers at home more than they do in college. As in the previous groups, the main uses of computers by the students were for Internet/research for assignments (80%), word processing (73%) and email (65%). This year, a higher percentage (72%) reported that they used the computer in college at least once a week again in their weekly timetabled ICT session. Daily computer was much the same as year 1 with 8% saying they used a computer every day in college compared with 34% using it daily at home.

97% of students said they liked using a computer for learning and nearly 90% indicated they were confident using computers.

This year, nearly 70% had received training in using computers; the most common time for this was in school with 14% having training in college.
Students felt computers helped their learning in a number of ways. The main themes that emerged were similar to year 1 focussing on ease of access to information and higher quality presentation although other themes related to employment emerged in this year’s students.

**Help with assignments**
- Helps with research for assignments
- By going on the internet looking at different hairdressing websites getting information for assignments

**Finding information**
- It’s quicker to search the net than in books., plus more convenient
- Because there is more information you can get off the computer
- Internet is quicker and easier for research. Easier to use and understand
- Researching new hairstyles
- Gives you much more information because you can use search engines
- If you are doing an open book project you would need a computer for finding pictures etc.
- Using the internet for information and pictures, knowledge

**Writing up and presenting work**
- We can print pictures that can be put in portfolios
- Makes my assignments more presentable instead of writing them
- Spell check
- You can change mistakes easy.
- You can save work

**Learning**
- Different way of learning
- Easier to understand information from internet
- To help with hair designs
- I think it helps as you can use the web any time when at home

**Employment related**
- I think it does help well in the course because almost everything involves computers
- to find some prices from other salons
- Learn basic office skills for salons which use computer database of clients and appointments
- Cos we use computers at work and need to know how to use database and spreadsheet

In the second year, more students made more negative comments about their experience.

**Computers are boring**
- I’d like PC’s to be used more often as part of the course as we only use them an hour a week.
- Need more time on computers
- We can’t print out in colour and have to pay. If no-one’s on reception we can’t have it done.
- Too much computer work in hairdressing. More than necessary
- I’m not happy with my ICT and Communication skills exams. Computers are not in good condition. I lost all my exam work
- My IT tutor is very helpful and patient when it comes to everyone’s computer crashing
- We need better computers in college that work properly
Resources used

The list below summarises what the students said about the resources they used on their course.

<table>
<thead>
<tr>
<th>Resources used</th>
<th>Subscribed colleges use of Hairdressing Training materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google, Internet, college learning booklets</td>
<td>Microsoft Word, internet, clip art</td>
</tr>
<tr>
<td>Books, internet, Wella, Yahoo</td>
<td>Internet, books, magazines</td>
</tr>
<tr>
<td>Learning packs, Wella</td>
<td>Online pictures, handouts</td>
</tr>
<tr>
<td>Websites to do with hairdressing, Wella, Search engines e.g Google</td>
<td>NLN materials – eg headlice</td>
</tr>
<tr>
<td>Microsoft Word, MSN Messenger, Publisher</td>
<td>CD ROMs, books, worksheets</td>
</tr>
<tr>
<td>Hairdressing websites and books</td>
<td>LearnXtra website</td>
</tr>
<tr>
<td>Word, Publisher, Internet, Spreadsheets</td>
<td>Handouts, workbooks, library books, computer.</td>
</tr>
<tr>
<td>Floppy disks, CD ROMs, books, worksheets</td>
<td>Online support, internet and B/board</td>
</tr>
<tr>
<td></td>
<td>Spreadsheets, internet</td>
</tr>
<tr>
<td></td>
<td>Video demos, hairdressing books, handouts, e-mail, word processing</td>
</tr>
<tr>
<td></td>
<td>Hands on learning, power point</td>
</tr>
<tr>
<td></td>
<td>Books, videos throughout the course</td>
</tr>
</tbody>
</table>

Subscribed colleges use of Hairdressing Training materials

Year 1

85% of the students had used the Hairdressing Training website. Most students had used it in class at least once or twice. Those who used it more often did so from home. 23% said they had used it more than five times.

75% reported that they found the site easy to use. One comment was “Have only used it once and found it very easy to use and well laid out”.

There were a few reported problems in accessing the site.

- Haven’t got password for it at home
- Sometimes it doesn’t log on straight away
- The user name was a funny one. I kept getting it wrong
- I have to use someone else’s user name and password
- [Problems] with the password
- [Problems] logging on

Students were asked how they used the website.

- To learn about angles
- It gives a good step by step of each cut and is very helpful
- I use the HT website to research on the different cuts
- To help me understand different cuts and do them properly
- For research
- Use the step by step cutting guides
- Cutting assignment
- For assignments and practicals
- To help develop my hairdressing skills. Practical and theory
- Looking at hairdressing cuts
- To look at demonstrations. To test knowledge
- I make up posters and it helps with assignments
To look up information on cutting, colouring etc.
When we look at different styles
To find out what new styles are in and how to create it
Just go through hairdressing website
I would use it to refer back to how to do certain haircuts and the stages to achieve them
Looking at step by step instructions on haircutting
To revise, research, learn
I visited it for the 1st time today and have found it very useful and will be using it again

They were then asked how the website helped with their assignments. Here, the comments were overwhelmingly positive with just a few not convinced that it would help them.

They give you information on everything you need to know
Helps with projects
They are explained well and the pictures are useful
It gives us more detailed information and the pictures help
They explain to you in detail about the different cuts
They help a lot with cutting hair. They have step by step which is very useful
By giving you extra information from text books
Gives you all the relevant information.
Made it easier to understand
It has a step by step guide which helps you visualise it more clearly and it also uses pictures at different angles which helps a lot
By giving information you can use for assignments
To give very clear step by step information.
Helps to put it into a better context
Research
Extra information that is specialised and easy to find. It will save a lot of time searching through numerous sites
Any information required may be able to be obtained
They help you revise
It will help loads, it explains everything in great detail

Negative comments
None
I don't think it will
It doesn't

Students were then asked how the website would help them with the knowledge questions. Here a greater number of students thought the website would not help them.

Good because they do a test after each haircut
Both HT material and the knowledge questions go together. All the questions can be answered
Excellent, made me understand more
The tests help us remember key points
They have quizzes at the end to help test your knowledge
Really well, easier to understand
Helping you test yourself on knowledge you know
We understand it better from diagrams
Extremely. It is so specific and to the point, easy to find what you are looking for
They give good explanations
Useful, relevant information.
They explain their actions in steps
It gives great understanding and helps in a wide variety of areas
Negative comments
Leo Palladino does but the website doesn’t
No it hasn’t yet
They haven’t yet
It doesn’t
I don’t think it will
Not much

They were then asked how the website helped with their practical work. Here, there were many comments about how the step by step guides helped them to understand and do cuts.

Good because it gives you pictures
Reading it helps us more when we are cutting as we think about the information that we have read
They show you diagrams of the angles to hold the hair
Make me do the cut properly
I can use the step by step to help with cutting
You can visualise what you need to / should be achieving
The step by step guide teaches different cuts etc. which we can practice in practical sessions. It also gives a final look of what the cut is like
Helps with seeing cutting being done
They have step by step information. & pictures on how to achieve the desired style
By showing demonstrations of cuts and other practical activities
It’s got step by step pictures to show you how to do practical hair cuts
It explains it for you
Helps me to understand cuts
You can look at guidelines and cuts, which are your weaker points and practice with step by step
Yes. Show different stages of cuts, can zoom in etc.
If printed out could be useful
Teaches good cutting abilities
They guide you through
It will help me understand cuts a lot more with a step by step guide and picture view

Students were then asked about what they liked best about the Hairdressing Training website. The highest rated areas were cutting and step by steps. The top five features were:

1. Cutting/step by step
2. General appreciation
3. Pictures/diagrams
4. Test your knowledge
5. Products

Some example quotes were

The step by step guide because it helps me to understand the different types of cuts Looking at different styles because the step by step guides are really easy to follow and learn much quicker

Pictures. You know the outcome before attempting to do the style. That makes it easy.
Students were then asked what they liked least about the website. There were only a few responses to this question.

*The health and safety part, also they only show basic cuts, it doesn't do avant-garde styles etc.*
*Logging on*
*The cutting explanations*
*When you are doing step by step it would be better if you could just press the next page without moving the cursor up or down*

The final part of the questionnaire gave students an opportunity of making any further comments that they wished to. These were again mostly positive.

*Thank you for the website*
*I would like to see more pictures because I'm a visual [person]*
*It would be nice to see more of colouring, perming etc.*
*Should do more in colouring*
*I think this site is very useful and very interesting*
*You're able to gather lots of information.*
*We would love to have a computerised - the suitable style for individuals*
*I think the layout is very clear and easy to locate what you are looking for use it again*
*Overall it's very good*
*New styles to practice*
*Helps to give you information that can be printed for future reference*
*Helped me understand and gave me information. I didn't already know*
*Helps with assignments*
*It's helped practical and in theory, as it has a lot of useful information*

**Negative comments**
*I was only shown this website at the end of the course*
*The site is only really about cutting*
*Needs more pictures*

Students were asked to rate the content and design of the website and the responses are displayed in the graph. Most students (60%) said the website had helped them with their NVQ.
Year 2

In year 2, the pattern of use had changed. Although about 20% of respondents said they hadn’t used the website, others reported weekly use or continuous use throughout the year. The website was being used in the classroom as well as in the library. 20% said they had used it more than five times. As in year 1, those who used it most did so from home.

In year 2, all respondents rated the website as Very Easy to use or Easy to use. The only problems they reported in accessing the site were when the college network was down!

The ways in which they were using the site largely repeated the comments made in year 1 with students saying they used it to learn about cutting, for assignments and revision.

Students were then asked about what they liked best about the Hairdressing Training website. The highest rated feature this time was the pictures and diagrams. There were a few mentions of new features of the site.

I like the step by step
Step by step diagrams as you can see how you should do a cut or style
Pictures, step by step instructions
I like the whole site, it’s all very useful
The pictures and the way they are explained step by step
Step by step guides and presentations
Seeing the colouring techniques they use to enhance the cuts
Pictures, PowerPoints
Pictures and diagrams. Need more though
The pictures and diagrams because it’s easy to understand
Pictures, diagrams, easier to understand
Labelled pictures e.g structure of skin, because it’s easier to learn
The diagrams make it easier to understand
How hair grows
I like the layout of the website. It is easy to use and find out things
How to style different types of hair. How to look after hair
The lessons
Hair and skin, face shape information
Pictures, diagrams
Cutting
All of the website is interesting
Test your knowledge it shows how well you’re doing

What they liked least was illustrated by many comments about the amount of text. This was not commented on in year 1. For example

Too much written work to read. Either put it in notes or diagrams
The theory because it’s harder to read it all
Loads of writing on it
So much writing. A lot to take in. Too much to revise

Students were asked to rate the content and design of the website and the responses are displayed in the graph which shows a higher level of agreement than in year 1. Again, most students (70%) said the website had helped them with their NVQ; this is slightly higher than in year 1.
A number of students were interviewed in each college visit. Students generally commented favourably about their use of the materials. The questionnaire returns suggest that there are increasing levels of use and appreciation of the Hairdressing Training materials in the second year of the evaluation.

*I think it’s very, very good…I could spend all day on it it’s really good. [I printed off] the basic bob and the graduated bob. I thought actually, some of the stuff I didn’t know. So I thought I’ll use that and put it in a file for future reference. (Mature female student – year 2)*

*I was on the HT [site] just for my cutting project…that was great, you got step by step guides. it gave me the accurate details, with diagrams, so that was good to have. You can print it out and get a better understanding. (Young female student – year 1)*

*It’s quite easy to use because it’s split into sections, you can’t really get lost…it could be a bit more bold with the text, but it’s got colours, illustrations, images, bold titles, it’s ok …it gives guidance to what you’re doing, it will be good in practical (Young Male Student)*

*You can jump about as it suits you, you can come out of different things or you can sit through it. You have that option which is good. I think that images there in front of you bring it to life which is what I like. (Mature female student – year 1)*

*The layout is very easy and everything’s there on the screen. If you want to look for something it’s easy to see what you’re looking for, which I think is a good idea, because some websites you find that you go onto it and you can’t find what you’re actually looking for (Young female student – year 2)*

*It was different from the books because the books were just straight…do this, do that and the website was telling you and showing you at the same time. (Young female student – year 1)*

*If I get stuck on anything I go onto that website to find out if I can find the information I need and I have been able to find the information on it (Young female student- year 1)*
In practicals, students reported that they access the site for cutting assignments and focus on the step by step guides. They use the site as a resource alongside cutting blocks and as a guide to refer to before attempting a cut.

*I liked it, it looks like it will be really informative if I had a lot more time to go on it. All the cuts are in depth, you’ve got step by step guides, a picture with every step, it looks really informative. …It lets you know how well you’re doing or if you need more practice…that’s really useful for everybody. (Young male student – year 2)*

Some students, particularly the more mature students commented that they used the site independently, often at home, and found it very helpful.

*What surprised most of us was the fact that it followed step by step at the same pace that we were going in our classes…it was step by step which I think is the best way to go. It’s almost like having your lecturer there…it goes through everything you’ve been through in the class without the lecturer standing over you.* (Mature female student – year 2)

As in the survey responses, students, particularly the younger ones, clearly don’t like blocks of text and find diagrams and photos much more helpful.

*It’s a bit heavy…The pictures she [the tutor] showed us about the hair [shaft] that’s really good because you can see it and it’s all labelled and stuff (Young female student – year 2)*

…it’s all writing, I don’t like that…it’s alright [it needs more] pictures and diagrams, things like that (Young female student – year 2)

There was a high degree of correlation between comments made by students in interviews and the questionnaire responses.
Improvements and limitations

During the evaluation visits, staff and students in the case study colleges identified many improvements and changes they would like. They generally found the Hairdressing Training materials easy to use. In the first year of the evaluation, the main comment from both tutors and students was that the materials were not sufficiently closely matched to the NVQ/SVQ level 2 syllabus. The website had a good deal of quality material for cutting but little in other major areas of the syllabus.

There's nothing about colouring or anything like that. I think it needs to be expanded in that direction. It is mainly for cutting, setting and blow drying…I don’t think the Level 3’s would bother with it (Young female student)

I’d like to see more modern cuts on there, not just your basic ones…styles, not just basic cuts…If they updated fashions on there and how to do them…that would be more useful to Level 2 / Level 3. (Young female student)

To grab your attention they should put more newer styles on it…step by step how to do them…new hair fashions, like colours…funky ones that you want to do and you think…I want to try that on my next client and you go away and learn (Young female student)

There were also comments about the mismatch of terms used on the website with those used in the NVQ/SVQ.

The only problem I have with cuts is that they use different names for them (Young female student)

In the second year of the evaluation, the limitations highlighted by the interviewees again reflected comments made in the first round of visits. Some college visits took place before the website was updated and many of the issues raised by tutors and students have been addressed by the additions to the site. Comments such as “too much text” and “needs more interactivity” appeared as in the first year. However, new issues started to emerge; some not surprisingly arising from comparison with other sites.

I think generally that it [HT site] does tie in with level 2 work but it’s quite limited…why I’m saying that is because we have been accessing other websites and there’s a lot of information available…if you look at websites by particular manufacturers like Wella…these websites give more technical information whereas the HT site is much more specific to SVQ work as opposed to in depth learning …(Tutor, year 2)

Several tutors commented on the need for the site to continue to develop and evolve as there had been little change in the first year, “unless it evolves it may as well be a CD–ROM’’. This tutor felt it was a useful resource to be used as part of a mix of resources, but that it could not be used as a ‘stand alone’ resource.

Suggestions for improvements from evaluation visits in year 2 included:

- The site ‘works’ in terms of style and content, but is ‘not basic enough’ and students and tutors would benefit from the development of a foundation level.
- Extend the website to cater for levels 1 and 3. Many tutors work with students from all levels and commented ‘If the site catered for all levels [it] would be used more often.’
Both the students and tutors would like to see a range of trendy haircuts, more male cuts and a range of products and how to use them.

Images that show the complete look using a 360 degree view would enhance the cutting sections.

Some students find it difficult to keep track of the step by step guides. Suggestions included using a landscape layout to display the steps or the use of thumbnails to view the various pages together.

An overview or recap at the end of each cut would be useful

The tutors felt that the step by step guides should be split up as they felt they were too lengthy and ‘laborious’. Tutors commented that the text was ‘too wordy’ and would benefit from being presented in bullet points.

Both tutors and students would like to see greater interactivity, illustration and animation incorporated on the site. Use of video, interactivity and a greater ‘flow’ would allow students to get ‘full value’ from the site. Static content can lead to students switching into ‘IT mode’ and merely clicking between sections. A tutor compared this to ‘channel hopping’ and felt it detracted from their concentration on the actual content of the site.

Knowledge Tests could be improved by ‘Making it more interactive and fun [e.g by] dragging the correct answers instead of just ticking boxes.’ And an injection of humour was also suggested.

Students liked the question and answer section but felt the feedback was too slow. Tutors suggested that a bank of FAQs could be produced so faster feedback was possible.

Students with specific learning needs eg dyslexic students were not catered for

One tutor highlighted that she had not found a site which illustrates the chemical changes in the colouring process and this could be a good idea to include on the HT site.

End of session knowledge questions do not match any of the NVQ criteria

Tutor specific information eg the Power Point Slides can be accessed and used by all. If there was a specific tutor area which was not available to students this could be useful for sharing lesson plans, worksheets or other resources for tutor use. This area could also enable tutors to find out about other colleges using the materials and possibly to make contact with each other.

The subscriber perspective

Towards the end of the evaluation, a questionnaire was sent to all subscribed colleges via email. Subscribers were able to complete the questionnaire electronically and return to the project team or could complete the questionnaire online via the MIMAS website. After several reminders, 16 completed questionnaires were received representing a response rate of 28%. Respondents varied from small hairdressing departments with two tutors to large departments with some 20 tutors.

One college was using the Hairdressing training website on a daily basis but most said they used it weekly (30%) or monthly (50%). Most usage was within theory sessions in classrooms or in sessions where students were using computers in the LRC. There was much less use (25%) in practical sessions within college salons. Around half of the respondents said their students used the materials outside the college. This requires
Athens authentication and four colleges (25%) indicated that they have had problems with their students logging in. Some of these were technical issues that had to be resolved and some were training issues for tutors and students. Only one college had experienced problems in using the materials and that was “Not receiving feedback from the forum when students tried to place questions and also not getting feedback from messages I sent”.

Subscribers were asked to rate the various features of the materials with the following results. Most features were rated as Very Useful or Quite useful by a high proportion of the respondents.

Benefits for students included the following comments

The website has helped with an understanding for a particular learning style
Good diagrams and visual explanation has benefited all students, but particularly the more practical orientated
The cutting unit is very useful
Particularly for the H6 cutting unit. In preparing assignments and development of the processes and underpinning knowledge. Being able to access and study at home. It has given them another area to look at and helped with completing cuts using the step by step guide
An extra learning resource to support cutting theory - accessible at home or out of classroom
Hands on inter-active experience is a stimulating learning method. Work is accomplished more easily
It has empowered them to go at their own pace, review and revise techniques and the multiple choice tests are confidence building
Allows them to recap on areas of concern at their own speed
Students can work at their own pace
It has helped some students to reinforce cutting theory
Improvements and limitations

Respondents to the subscriber survey also identified some improvements they would like to see.

- More on styling etc for men
- More information on level 3 hairdressing
- Content linked to NVQ level 1
- Wider variety of skills techniques demonstrated with linking underpinning knowledge, but not so much text.
- More interactive images

One other observation I have is that I use some of the images to promote the hairdressing-training service on our college plasma screens - I was unable to find any pictures representative of ethnic minority
Key issues

The Hairdressing Training materials, along with other online and computer based materials, are helping colleges increase the range of innovative resources available to their students. This increased emphasis on e-learning is being driven by a number of factors. Firstly, there is a growing expectation from school leavers who have become accustomed to using technology in their learning and wish to continue whilst on their college course. In addition, the FE sector has had some £150 million of investment in technology for learning over the last four years and there is an expectation of a return on this investment, both from government and from college management (DfES, 2003, 2005). College inspectors therefore expect to see technology being used to enliven lessons and enhance the learning experience and increasingly highlight this as a weakness when they don't see it. Historically, vocational areas like hairdressing have not been perceived as areas which would benefit significantly from technology but this is changing as ICT becomes more embedded across colleges, perhaps also reflecting the increasing use of ICT within the hairdressing industry where computers are extensively used in the larger urban salons.

During the evaluation a number of major new e-learning resources for hairdressing have emerged onto the market. These have been described in some detail in an earlier section. The job of the hairdressing tutor in exploring what is available and how it can be used effectively within their teaching and learning has become much more difficult. The evaluation has found tutors ready to meet this challenge. Taking part in the evaluation has encouraged tutors in the case study colleges to explore e-learning materials and build them into their teaching.

However, there are issues that need to be resolved before colleges and practitioners can be confident they are making most effective use of the new resources.

Resources and infrastructure

E-learning resources require underpinning technology resources and infrastructure if staff are to be able to use them regularly and effectively so they become embedded in their practice. Staff will not build in significant use of such materials if they do not have the necessary resources or do not have confidence in the ICT infrastructure. Furthermore, lack of resources may deter colleges from subscribing to the materials as they may not be able to make enough use of them to justify the investment.

In most of the case study colleges, students can still only use the materials in a learning centre. Those who use the website most are doing so from home. Provision of teaching PCs and interactive whiteboards in theory rooms has improved during the evaluation but this is not helpful for students needing to work on the resources. Few colleges have computers in the salons. Students need more flexible access to the materials. What is really required is PCs within the teaching area so the learning experience can be better integrated.

Access to technology – in classroom, in college, at home or elsewhere

An associated issue is student and tutor access to computers; tutors need access for preparation, administration etc and students need access for assignments, consolidation and revision. In both subscribed colleges and control colleges, we found that two thirds of students have access to a computer at home and that they use the computer more at home than they do in college (see the student perspective section). However, this figure
leaves a significant proportion of students without easy access outside college. In some
colleges, students are disadvantaged by limitations in college resources, reporting
insufficient numbers of computers in the learning centres or computers that are too slow
for them to get their work done. The opening hours of the learning centres can also restrict
access to the materials. Additionally, technical issues related to the quality of college
computers and network connections impacts on students’ access. Generally, students
report timetabled use of a computer at college about once a week, often a weekly key
skills session although some commented that these sessions were not very useful.
Towards the end of the evaluation we were beginning to see more students using
computers on a daily basis although this is still mainly from home.

The survey asked students to rate their agreement with the statement “I feel more
confident/comfortable learning from books and handouts than using computers?” The
responses over the two years show at least half of the students are happier using
computers so it is vital that they have good access to computers to do their work.

<table>
<thead>
<tr>
<th>Group</th>
<th>Subscribed year 1</th>
<th>Subscribed year 2</th>
<th>Control year 1</th>
<th>Control year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4%</td>
<td>7%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Agree</td>
<td>39%</td>
<td>42%</td>
<td>39%</td>
<td>23%</td>
</tr>
<tr>
<td>Disagree</td>
<td>49%</td>
<td>45%</td>
<td>41%</td>
<td>61%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8%</td>
<td>6%</td>
<td>9%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**ICT skills and attitudes – tutors and learners**

Tutors recognised the potential of ICT to enrich the teaching and learning process when
used within a range of teaching methods, whilst not losing sight of the fact that
hairdressing is primarily a practical subject. The use that tutors make of technology in
teaching and learning is closely linked to their skills. (Becta, 2005, p. 8, p. 35, DfES, 2005,
p. 6). Most tutors we interviewed were positive about the use of ICT to enhance the
learning experience and this enthusiasm appeared to be linked to their competence and
confidence in the use of ICT. These tutors recognised a wide range of possibilities and
uses for ICT both in college and in the hairdressing profession. They frequently mentioned
the European Computer Driving Licence (ECDL) as the way they gained their improved
ICT skills. We found training in using e-learning to be more problematic with tutors largely
left to find out for themselves what was available and what it could do. During the
evaluation, we have seen unstructured exploratory use of the Hairdressing Training
website but have not seen a great deal of structured use apart from the usage case
studies described earlier. As the use of the materials is further embedded we would expect
to see tutors creating their own resources built around specific parts of the website
content.

A more fundamental issue is that e-learning materials such as the Hairdressing Training
materials are presenting challenges to current teaching and learning practice but again
there were positive signs in that tutors were clear about the advantages that accrued to
their learners and to themselves and were beginning to embed the resources in their
teaching practice.

In some colleges, the Learning Resources team were largely responsible for acquiring new
resources and they were proactive in publicising what was available and helping tutors to
find out about it and what it could do. In other colleges that didn’t happen and it was left to
the tutors to find out for themselves. In several colleges, we found that an enthusiastic
individual tutor had taken on this role and worked out ways of using the HT materials in
their teaching. However, this was not always effectively shared across teams. Inevitably
some tutors are more reluctant, and training is always difficult to fit in around other commitments as these comments show:

I think we’d benefit from more training but I also think that it’s when you can fit it in … I’d rather learn it at home than having to be in here and do training in your lunch hour (Tutor, subscribed college - year 2)

We have staff that enjoy it [using computers] and staff that are a bit reluctant. Not all staff are confident using the PCs but we’re trying to move towards that and the college as a whole has provided opportunities for staff to receive training. So I think we need more of that because it’s the way forward and to get over the fear factor we need to really encourage it. I know in my department, I’m trying to encourage all my staff to use the resource base, get students onto the computers. (Team Leader, subscribed college - year 2)

Learning resource teams generally manage access to subscribed resources and the Athens passwords within the college and here there were sometimes problems for tutors and students in getting reliable access to the materials. These appeared to have been largely resolved by the second year of the evaluation.

The evaluation found that tutors who felt less confident and possessed lower ICT skill levels generally expressed a more tentative approach towards ICT, linking the relevance of ICT largely to the development of the students’ word processing and writing skills in the production of professionally presented assignments. However many of these tutors recognised that the use of ICT was becoming increasingly relevant and important to the students and were prepared to learn and build on the skills necessary to benefit their students.

Many students, particularly the younger ones, had good IT skills and their IT key skills sessions helped them develop their skills further. We have reported high levels of confidence with computers earlier in the report. However, there were a few students who did not like using computers; sometimes this was due to a lack of confidence or low levels of skills, sometimes to the age of the student and their ease of access to PCs was clearly important. It is important that students are introduced to the materials during their induction to the NVQ/SVQ course so they are aware of what is available and how they are meant to make use of it.

Materials

As we have reported, the Hairdressing Training website was well received in all the subscribed colleges in the evaluation. Being part of the evaluation has helped tutors in those colleges to realise the potential of the website and make more effective use of it in their teaching.

As noted in the recommendations, decisions need to be taken regarding the purpose and scope of the website in the present somewhat volatile market. During the evaluation, the website has expanded in scope but users are requesting still more. There are many suggestions contained in the report; notably extensions to cover other NVQ/SVQ levels, increased interactivity, inclusion of other types of material and continuous updating and upgrading. The JISC and Jordan Burr partnership has choices at this stage of the development. It could continue to expand the website into a general resource or could develop as a specialist resource for cutting and other specific areas. All learning materials need to evolve and change during their lifetime and hairdressing standards change every few years which could require major upgrades.
References


Appendix 1

Usage of hairdressing materials

Total usage of website

Source: http://hairdressing.mimas.ac.uk/webstats/

Source: http://www.mu.jisc.ac.uk/servicedata/mimas/trend/hairdressing.html
Appendix 2

Project team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan Putt</td>
<td>Team Leader, Hairdressing, City College Manchester, Project Director</td>
<td><a href="mailto:jputt@ccm.ac.uk">jputt@ccm.ac.uk</a></td>
</tr>
<tr>
<td>Diane Saxon</td>
<td>ex e-learning Development Manager, City College Manchester, Asst Project Director</td>
<td><a href="mailto:dsaxon@bcs.org.uk">dsaxon@bcs.org.uk</a></td>
</tr>
<tr>
<td>Maria Clarkin</td>
<td>Hairdressing programme leader, Blackpool College</td>
<td><a href="mailto:mclark@blackpool.ac.uk">mclark@blackpool.ac.uk</a></td>
</tr>
<tr>
<td>Kate Bird</td>
<td>Research Assistant, Manchester Metropolitan University</td>
<td><a href="mailto:k.bird@mmu.ac.uk">k.bird@mmu.ac.uk</a></td>
</tr>
<tr>
<td>Julie Whitehouse</td>
<td>Basic skills lead assessor, City College Manchester (year 1)</td>
<td><a href="mailto:jwhitehouse@ccm.ac.uk">jwhitehouse@ccm.ac.uk</a></td>
</tr>
</tbody>
</table>

Steering Committee

Paul Ricketts (Chair) – Vice Principal City College Manchester
Jonathan Putt - Team Leader Hairdressing, City College Manchester (Project Manager)
Diane Saxon – ex ILT Development Manager, City College Manchester (Project Team)
Kate Bird – Research Assistant, Manchester Metropolitan University (Project Team)
Maria Clarkin – Blackpool and the Fylde College (Project Team)
Caren Milloy – Collections Manager, JISC
Jackie Carter – Team Leader, Learning and Teaching, MIMAS
Stuart Smith – FE Learning Materials, MIMAS
Professor Harry Torrance – Director ESRI, Manchester Metropolitan University
Jo Jordon – Hairdressing Training.com Ltd
Glen Burr – JordanBurr, Hairdressing-Training.com Ltd
Chrissie Turkington – Learning Resources Advisor - RSC North West
Appendix 3

Questionnaires

Case study colleges
Control Colleges
Subscribed colleges

A number of small modifications were made to the questionnaires for year 2 of the project. These are the final versions.
Hairdressing Training Project – Student Survey

1. About you

1.1 Your College: ………………………………………

1.2 Your Age:

<table>
<thead>
<tr>
<th>16-19</th>
<th>20-25</th>
<th>26-40</th>
<th>40+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.3 Your Gender:

Male: ………

Female:……

2. About Your Access to Computers

2.1 Do you have access to a computer at home?

- Yes, I have my own computer [ ]
- Yes, I share a computer with my family [ ]
- No, I don’t have a computer at home [ ]

2.2 Outside the classroom where do you use computers?

(please tick each box that applies)

<table>
<thead>
<tr>
<th>Home</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Learning Centre</td>
<td></td>
</tr>
<tr>
<td>Public Library</td>
<td></td>
</tr>
<tr>
<td>Other (Please state)</td>
<td></td>
</tr>
</tbody>
</table>
3. About the way you use computers

3.1 What do you use the computer for?  
(Please tick each box that applies)

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing</td>
<td>[       ]</td>
</tr>
<tr>
<td>Research / assignments</td>
<td>[       ]</td>
</tr>
<tr>
<td>e-mail</td>
<td>[       ]</td>
</tr>
<tr>
<td>Leisure activities</td>
<td>[       ]</td>
</tr>
<tr>
<td>Other (please state)</td>
<td>[       ]</td>
</tr>
</tbody>
</table>

3.2 How often do you use a computer?  
(please tick each box that applies)

<table>
<thead>
<tr>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not use computer</td>
<td>[     ]</td>
</tr>
<tr>
<td>here</td>
<td></td>
</tr>
<tr>
<td>Less than once a month</td>
<td>[     ]</td>
</tr>
<tr>
<td>At least once a month</td>
<td>[     ]</td>
</tr>
<tr>
<td>At least once a week</td>
<td>[     ]</td>
</tr>
<tr>
<td>Daily</td>
<td>[     ]</td>
</tr>
</tbody>
</table>

3.3 Did you have any computer training before starting the hairdressing course?  
Yes - No –  
(if yes, go to ques. 3.4) (if no, go to ques. 3.5)

3.4 Where did you receive your computer training? (please tick all that apply)

<table>
<thead>
<tr>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>Workplace</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
3.5 What you think about computers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel confident using computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like using computers for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think we should use computers more often on the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.6 Where do you feel most comfortable / confident using computers?

- In the classroom
- Outside the classroom
- Equally comfortable

3.7 I feel more confident / comfortable learning from books and handouts than using computers?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.8 Do you feel you are helped with your ICT in college?

- Yes
- No

3.9 What kind of ICT help do you get?

*(please comment in box below)*

---
3.10 Thinking about your course, can you give some examples of learning materials that you have used? (these can be paper based or online materials.) (please comment in box below)

3.11 How do you think the computer helps you or could help you to do well in your course? (please comment in box below)

4 About the Hairdressing Training Materials (HT)

We are investigating the use of the NVQ level 2 materials on the Hairdressing Training website. These questions relate to this website.

4.1 How many times have you used the HT materials in the classroom?

Number of times __________

4.2 How many times have you used the HT materials away from the classroom?

Number of times __________

4.3 Where do you use the HT materials? (Tick all that apply)

<table>
<thead>
<tr>
<th>At home</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the classroom</td>
<td></td>
</tr>
<tr>
<td>In the college learning centre</td>
<td></td>
</tr>
<tr>
<td>In the library outside the college</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>
4.4 Do you think the HT materials are easy to access and use?

| Strongly Agree | ☐ |
| Agree          | ☐ |
| Disagree       | ☐ |
| Strongly Disagree | ☐ |

4.5 Please tell us about any problems you have had accessing or using the HT materials. *(please comment below)*


4.6 In what way(s) do you use the HT website / materials? *(please comment below)*


4.7 How do you think the HT materials help with your assignments? *(please comment below)*


4.8 How do you think the HT materials help with the knowledge questions? *(please comment below)*


4.9 How do you think the HT materials help with your practical work? *(please comment below)*


62
4.10 Which part(s) of the HT materials do you like best and why? (please comment below)


4.11 Which part(s) of the HT materials do you like least and why? (please comment below)


4.12 Overall what do you think of the content and design of the HT materials?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>[ ]</td>
</tr>
<tr>
<td>Quite satisfied</td>
<td>[ ]</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>[ ]</td>
</tr>
<tr>
<td>Not satisfied at all</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

4.13 Do you think the use of the HT materials has helped you with your NVQ?

- Yes [ ] go to question 4.14
- No [ ] go to question 4.15

4.14 In what way(s) have they been helpful? (please comment below)


4.15 Why do you feel the materials have not been helpful? (please comment below)


4.16 Please add any further comments you would like to make.
Hairdressing Project – Student Survey (Control colleges)

1. About you

1.1 Your College: ................................................

1.2 Your Age:

<table>
<thead>
<tr>
<th></th>
<th>16-19</th>
<th>20-25</th>
<th>26-40</th>
<th>40+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.3 Your Gender: [Please tick] Male: Female

2. About Your Access to Computers

2.1 Do you have access to a computer at home?

Yes, I have my own computer
Yes, I share a computer with my family
No, I don’t have a computer at home

2.2 Outside the classroom where do you use computers?
(please tick each box that applies)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td></td>
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<tr>
<td>College Learning Centre</td>
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</tr>
<tr>
<td>Public Library</td>
<td></td>
</tr>
<tr>
<td>Other (Please state)</td>
<td></td>
</tr>
</tbody>
</table>

3. About the way you use computers

3.1 What do you use the computer for?
(Please tick each box that applies)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing</td>
<td></td>
</tr>
<tr>
<td>Research / assignments</td>
<td></td>
</tr>
<tr>
<td>e-mail</td>
<td></td>
</tr>
<tr>
<td>Leisure activities</td>
<td></td>
</tr>
<tr>
<td>Other (please state)</td>
<td></td>
</tr>
</tbody>
</table>
3.2 How often do you use a computer?
(please tick each box that applies)

<table>
<thead>
<tr>
<th></th>
<th>I do not use computer here</th>
<th>Less than once a month</th>
<th>At least once a month</th>
<th>At least once a week</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>In college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3 How confident are you when using computers?

<table>
<thead>
<tr>
<th></th>
<th>Very confident</th>
<th>Quite confident</th>
<th>Not very confident</th>
<th>Not confident at all</th>
</tr>
</thead>
</table>

3.4 Where do you feel most comfortable / confident using computers?

<table>
<thead>
<tr>
<th></th>
<th>In the classroom</th>
<th>Outside the classroom</th>
<th>Equally comfortable</th>
</tr>
</thead>
</table>

3.5 Please indicate how much you agree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like using computers for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel more confident learning from books and handouts than using computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think we should use computers more often on the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.6 Did you have any computer training before starting the hairdressing course?

Yes      | please go to question 3.7
No       | please go to question 3.8
3.7 Where did you receive your computer training? (please tick all that apply)

- College
- School
- Workplace
- Other

3.8 Do you feel you are helped with your ICT in college?

- Yes
- No

3.9 What kind of ICT help do you get?
(please comment in box below)

3.10 Thinking about your course, can you give some examples of learning materials that you have used? (these can be paper based or online materials.) (please comment in box below)

3.11 How do you think the computer helps you or could help you to do well in your course? (please comment in box below)

3.12 How do you think the computer helps with your assignments?
(please comment below)
3.13 How do you think the computer helps with the knowledge questions? 
(please comment below)

3.14 How do you think the computer helps with your practical work? 
(please comment below)

3.13 Please add any further comments you would like to make.

Thank you for taking part in the project. 
Please return your questionnaire to the researcher or to your tutor.
Subscriber survey

The evaluation project is nearing its final stages. We have studied the use of the Hairdressing-Training website in hairdressing departments in ten colleges in England and Scotland. To complete the picture we would like to find out a little about what is happening in the other colleges that have subscribed to the Hairdressing-Training materials through Mimas. We would be very grateful if you would answer the following questions and return the survey to us by 7 April

1. Number of Staff in the Hairdressing Department : _________

2. Number of Full time NVQ Level 2 Hairdressing Students : ________

3. Has your Hairdressing Department used the Hairdressing-Training website this year?  
   Yes : …. (please go to Q5) No : …. (please answer Q4)

4. If not, can you please tell us why not. (then email your survey back to k.bird@mmu.ac.uk)

5. If Hairdressing-Training is being used, please tell us how frequently it is used by your students or their tutors? (please put a cross next to the correct option)

<table>
<thead>
<tr>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Less Often</th>
</tr>
</thead>
</table>

6. How is the Hairdressing-Training website used?  
   (Please put a cross in all applicable boxes)

<table>
<thead>
<tr>
<th>In Theory Sessions</th>
<th>In Practical Sessions</th>
<th>As a Support Resource</th>
</tr>
</thead>
</table>

Other : (Please give details) .................................................................

7. Where has the Hairdressing-Training website been used?  
   (Please put a cross in all applicable boxes)

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hairdressing Salon</th>
<th>Library /Learning Resource Centre</th>
</tr>
</thead>
</table>

Other : (Please give details) .................................................................

8. Do your students use the Hairdressing-Training website at home?    

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

9. Please tell us about any problems you have experienced with accessing the Hairdressing-Training website?
10. Please tell us about any problems you have experienced with using the Hairdressing-Training website?

11. Please rate the following features of the Hairdressing-Training website

<table>
<thead>
<tr>
<th>Feature</th>
<th>Very useful</th>
<th>Quite useful</th>
<th>Not very useful</th>
<th>Not at all useful</th>
<th>Not Used</th>
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<tbody>
<tr>
<td>Step by Step Cutting Guides</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cutting Lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair Colour Section</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perming and Neutralising Section</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dressing Long Hair Section</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin and Hair Diagrams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PowerPoint Presentations of Haircuts</td>
<td></td>
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<td></td>
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<td>Teaching Resources</td>
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<td></td>
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<td>NVQ Quick Links</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Effectiveness at Work Section</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Health and Safety Section</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Test Your Knowledge Section</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Discussion zone</td>
<td></td>
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<tr>
<td>Ask a question</td>
<td></td>
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</tr>
</tbody>
</table>

12. Please list other on-line resources for hairdressing that are used in your department
   (You can attach a list if you prefer)

13. How has the Hairdressing-Training website benefited your students?

14. How has the Hairdressing-Training website helped your students learn?

15. What changes would you like to see on the Hairdressing-Training website?
Appendix 4
Hairdressing Training – Cross reference to N.V.Q Level Two

1. As at start of evaluation

<table>
<thead>
<tr>
<th>Grading</th>
<th>3 – High 2 – Medium 1 - Low</th>
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<tbody>
<tr>
<td>Units</td>
<td>G7 Consult</td>
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</tr>
</tbody>
</table>

| Lessons                  |            |            |           |            |          |        |             |           |              |
| Consultation and aftercare | √ 3   | √ 2   | √ 2   | √ 2   | √ 2   |        |             |           |              |
| Blow-drying techniques   | √         |          | √      |        |        |        |             |           |              |
| How to cut hair          | √ 1       |          | √ 3   |        | √ 1   |        |             |           |              |
| Hair travel              | √ 1       | √ 1   |        | √ 1   | √ 3   |        |             |           |              |
| Dressing Long Hair       |           |        |        |        |        | √ 3   |             |           |              |
| Health and Safety        |           |        |        |        |        |        |             |           | √ 1          |
| Skin and hair            | √ 3       |        |        |        |        |        |             |           |              |
| Setting hair             |           |        |        |        |        |        |             |           |              |

| Products                |            |            |           |            |          |        |             |           |              |
| Blow drying equipment   |            |            |           |            |          |        |             |           |              |
| Cutting equipment       |            |            |           |            |          |        |             |           |              |
| Shampoo and conditioner | √ 2       |        |        |        |        |        |             |           |              |
| Styling products        | √ 1       | √ 1   |        |        | √ 1   |        |             |           |              |
2. As at May 06

<table>
<thead>
<tr>
<th>Units</th>
<th>G7 DD4E Consult</th>
<th>H9 DD5X Shampoo</th>
<th>H10 DD64 Style</th>
<th>H13 DD4K Colour</th>
<th>H12 DD59 Perm</th>
<th>H6 DD50 Cut</th>
<th>G5 DD58 Positive</th>
<th>G1 DD56 H &amp; S</th>
<th>H11 DD61 Plaiting</th>
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</thead>
<tbody>
<tr>
<td>Grading</td>
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</table>

<table>
<thead>
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<th>H9 DD5X Shampoo</th>
<th>H10 DD64 Style</th>
<th>H13 DD4K Colour</th>
<th>H12 DD59 Perm</th>
<th>H6 DD50 Cut</th>
<th>G5 DD58 Positive</th>
<th>G1 DD56 H &amp; S</th>
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<td>Consultation and aftercare</td>
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<td>Setting hair</td>
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<td>3</td>
<td></td>
<td></td>
<td></td>
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<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td>Effectiveness at work</td>
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<td>1</td>
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<td>Perming and neutralising</td>
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<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Products</th>
<th>G7 DD4E Consult</th>
<th>H9 DD5X Shampoo</th>
<th>H10 DD64 Style</th>
<th>H13 DD4K Colour</th>
<th>H12 DD59 Perm</th>
<th>H6 DD50 Cut</th>
<th>G5 DD58 Positive</th>
<th>G1 DD56 H &amp; S</th>
<th>H11 DD61 Plaiting</th>
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</thead>
<tbody>
<tr>
<td>Blow drying equipment</td>
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<td>Cutting equipment</td>
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<td></td>
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</tr>
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<td>Styling products</td>
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<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<td>Matrix Products</td>
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<td>3</td>
<td>2</td>
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</tbody>
</table>
Appendix 5

Summary of data collection activities

Hairdressing Training Research Project – Data Table 1
Colleges Using HT Materials

Year One Visits

<table>
<thead>
<tr>
<th>Name of College</th>
<th>No. of Questionnaires Distributed</th>
<th>No. of Questionnaires Returned</th>
<th>Interviews Carried Out</th>
<th>Observations Carried Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>College B1</td>
<td>20</td>
<td>8</td>
<td>2x Young Female 1x Young Male 2x Tutors</td>
<td>1</td>
</tr>
<tr>
<td>1st Visit 12/01/05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College B1</td>
<td>17</td>
<td>17</td>
<td>1x Mature Female 1x Young Female 1x Tutor</td>
<td>1</td>
</tr>
<tr>
<td>Extra Visit 07/04/05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College A1</td>
<td>16</td>
<td>9</td>
<td>4x Tutors 1 unable to transcribe 0 students</td>
<td>0</td>
</tr>
<tr>
<td>06/04/05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College F</td>
<td>20</td>
<td>9</td>
<td>3x Tutors 3x Young Female Students</td>
<td>0</td>
</tr>
<tr>
<td>17/02/05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College D</td>
<td>15</td>
<td>9</td>
<td>2x Young Female 1x Mature Female 3 x Tutors</td>
<td>1</td>
</tr>
<tr>
<td>10/03/05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College H</td>
<td>20</td>
<td>8</td>
<td>2x Young Female 1 x Mature Female 3x Tutors</td>
<td>1</td>
</tr>
<tr>
<td>20/05/05</td>
<td></td>
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<td></td>
<td></td>
</tr>
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</table>
# Hairdressing training Research Project – Data Table 2

## Control Colleges

### Year One Visits

<table>
<thead>
<tr>
<th>Name of College</th>
<th>No. of Questionnaires Distributed</th>
<th>No. of Questionnaires Returned</th>
<th>Interviews Carried Out</th>
</tr>
</thead>
<tbody>
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<td><strong>College B2</strong></td>
<td>22/02/05</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>14</td>
<td>2x Mature Female 2x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Young Female 1x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Young Male 2x Tutors</td>
</tr>
<tr>
<td><strong>College A2</strong></td>
<td>19/01/05</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>19</td>
<td>4x Mature Female 4x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tutors</td>
</tr>
<tr>
<td><strong>College E</strong></td>
<td>24/02/05</td>
<td>20</td>
<td>14</td>
</tr>
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<td></td>
<td>20</td>
<td>14</td>
<td>2x Young Female 1x</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>mature Female 1x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Young Male 1x Tutor 1x Learning support worker</td>
</tr>
<tr>
<td><strong>College G</strong></td>
<td>17/03/05</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>7</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Young Male 2x Tutors</td>
</tr>
<tr>
<td><strong>College C</strong></td>
<td>15/06/05</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>1x Young Male Student 2x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Young Female Students 2x</td>
</tr>
<tr>
<td><strong>College I</strong></td>
<td>22/06/05</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>2x Young Female</td>
</tr>
<tr>
<td></td>
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<td>Students 3x Tutors</td>
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## Hairdressing Training Research Project – Data Table 3

### Year Two Visits – Control Colleges

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<th>No. of Questionnaires Returned</th>
<th>Interviews Carried Out</th>
<th>Observation Carried Out</th>
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<td>08/11/05</td>
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<td>16/05/06</td>
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<td>2x Mature Females 1x Young Female 2x Tutors</td>
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### Hairdressing Training Research Project – Data Table 4
#### Year Two Visits - Colleges Using HT Materials

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<th>No. of Questionnaires Returned</th>
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<tr>
<td>04/10/05</td>
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<tr>
<td>13/10/05</td>
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<td>02/05/06</td>
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<tr>
<td>College D</td>
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<td>12</td>
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<tr>
<td>05/10/05</td>
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<td>College H</td>
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<td>08/11/05</td>
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## Appendix 6 – Retention, achievement and success indicators

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<td>Y</td>
<td>63%</td>
<td>64%</td>
<td>76%</td>
<td>75%</td>
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</tbody>
</table>

### Spilt Sites

**College A**

**Site A1**

- Retention: 65%
- Achievement: 91%
- Success: 65%

**Site A2**

- Retention: 80%
- Achievement: 80%
- Success: 80%

**College B**

**Site B1**

- Retention: 100%
- Achievement: 100%
- Success: 100%

**Site B2**

- Retention: 100% 83%
- Achievement: 88% 100%
- Success: 88% 83%
Appendix 7

Hairdressing Training website

Welcome to Hairdressing Training

The online training resource for Hairdressing education institutions across the UK

Members of subscribed institutions: Login.

- What is Hairdressing Training?
- Free 30 day campus-wide trial...
- What are people saying?
- How do I login?
- Can I get help?

Graduated bob

Step 4 of 13 - Building up more length

- Previous step | Next step |

Pivoting from the centre point, work out towards the back of the ears.

To build up more length at the back, pull the section at the back of the ears into the previous section.

This is a good way to compensate for an irregular hairline.

Tip: Clean sections will help you achieve clean cutting lines.

Glossary

- Glossary - A
- Glossary - B
- Glossary - C
- Glossary - D
- Glossary - E
- Glossary - F
- Glossary - G
- Glossary - H
- Glossary - I

Balance - even proportions. Shape of the hairstyle is correct for the face shape.
Barbering - the art of cutting men's hair.
Baseline - the cutting shape at the backbase of the head.
Bleaching - removing colour pigment from hair using a chemical product.
Blowdrying - drying the hair into a style using a brush and a hand-held dryer.
Blunt Cutting - cutting hair straight across to create a straight edge.
Body Language - the process of communicating through conscious or unconscious gestures and poses.
Step 6 of 17 - Side area

- The next area to cut is the side area.
- The hair is divided into three sections to allow for the ear.
- Make the first section at the back of the ear. This allows you to pick up your guide line from the back of the haircut. Cut this section freehand.
- The second section is combed over the ear. Use the wide tooth of your comb to create related tension in the hair and to allow for the ear. Cut this section freehand.
- The third section is in front of the ear. Cut this section freehand as well.

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## Appendix 8

### Hairdressing websites

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.habia.org.uk">www.habia.org.uk</a></td>
<td>The Hair and Beauty Industry Authority</td>
</tr>
<tr>
<td><a href="http://www.hse.gov.uk">www.hse.gov.uk</a></td>
<td>Health and Safety Information for all levels</td>
</tr>
<tr>
<td><a href="http://www.fhbf.org.uk">www.fhbf.org.uk</a></td>
<td>Freelance Hair and Beauty Federation</td>
</tr>
<tr>
<td><a href="http://www.reedbusiness.com">www.reedbusiness.com</a></td>
<td>Hairdressers Journal</td>
</tr>
<tr>
<td><a href="http://www.behindthechair.com">www.behindthechair.com</a></td>
<td>Hair and Beauty</td>
</tr>
<tr>
<td><a href="http://www.keratin.com">www.keratin.com</a></td>
<td>hair loss, baldness, alopecia, hair diseases, hair colour</td>
</tr>
<tr>
<td><a href="http://www.ukhairdressers.com">www.ukhairdressers.com</a></td>
<td>UK hairdressers virtual hairstyles</td>
</tr>
<tr>
<td><a href="http://www.matrixbeautiful.com">www.matrixbeautiful.com</a></td>
<td>interactive hairstyles and advice</td>
</tr>
<tr>
<td><a href="http://www.movingmakeup.co.uk">www.movingmakeup.co.uk</a></td>
<td>bridal hair and make-up plus beauty advice</td>
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<tr>
<td><a href="http://www.hair-news.com/hair-styles.html">www.hair-news.com/hair-styles.html</a></td>
<td>- magazine articles and hairstyles</td>
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<tr>
<td><a href="http://www.hair-styles.org/">www.hair-styles.org/</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://beauty.about.com/style/beauty/">http://beauty.about.com/style/beauty/</a></td>
<td>- links to hair, beauty and health sites</td>
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<tr>
<td><a href="http://www.martex.co.uk/hairdressing-and-beauty">www.martex.co.uk/hairdressing-and-beauty</a></td>
<td>– Colouring</td>
</tr>
<tr>
<td><a href="http://www.rem.co.uk">www.rem.co.uk</a></td>
<td>Salon equipment</td>
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<tr>
<td><a href="http://www.nickyclarke.com">www.nickyclarke.com</a></td>
<td>Products and general hairdressing information</td>
</tr>
<tr>
<td><a href="http://www.wella.co.uk">www.wella.co.uk</a></td>
<td>-- Products and general hairdressing information</td>
</tr>
<tr>
<td><a href="http://www.goldwell.com">www.goldwell.com</a></td>
<td>-- Products and general hairdressing information</td>
</tr>
<tr>
<td><a href="http://www.fudge.com">www.fudge.com</a></td>
<td>-- Products and general hairdressing information</td>
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<td><a href="http://www.schwarzkopf.com">www.schwarzkopf.com</a></td>
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<td><a href="http://www.loreal.com">www.loreal.com</a> and lorealparis.co.uk</td>
<td>beauty advice centre</td>
</tr>
<tr>
<td><a href="http://www.artifact.ac.uk/">www.artifact.ac.uk/</a></td>
<td>- section on Fashion and Hair, giving links to many related topics such as body art, cosmetics, skin science and hairdressing</td>
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<td><a href="http://www.vts.rdn.ac.uk/tutorial/hair">http://www.vts.rdn.ac.uk/tutorial/hair</a></td>
<td>- RDN Virtual Training Suite for hairdressing</td>
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<td><a href="http://www.answers.com/topic/hair-care-hairdressing">www.answers.com/topic/hair-care-hairdressing</a></td>
<td>hairdressing care and information washing, cutting and curling</td>
</tr>
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<td><a href="http://www.myfuture.edu.ac">www.myfuture.edu.ac</a></td>
<td>Information on completing basic tasks</td>
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<tr>
<td><a href="http://www.georgecaroll.com">www.georgecaroll.com</a></td>
<td>Information on female movie star hair styles, face shapes and makeover from head to toe.</td>
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<td><a href="http://www.hairuwear.com">www.hairuwear.com</a></td>
<td>Head and face shapes which styles is best to select</td>
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<td><a href="http://www.ukhairdressers.com/quiz/">http://www.ukhairdressers.com/quiz/</a></td>
<td>Style gallery, hair advise, product links</td>
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<td><a href="http://www.rsc-northwest.ac.uk/Learning%20Resources/E%2DResource%20Packs/full_hair.pdf">http://www.rsc-northwest.ac.uk/Learning%20Resources/E%2DResource%20Packs/full_hair.pdf</a></td>
<td>RSC North West Hair and Beauty Resource pack</td>
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<tr>
<td><a href="http://www.digitalup.co.uk/">http://www.digitalup.co.uk/</a></td>
<td>- Digital University Press online materials for NVQ Level 2 hairdressing</td>
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