

WP4: Mapping to EVQ Competency framework (EQF) and development certification

Aims and objectives (Phase 1):

1. To map the existing UK Hairdressing Training materials to the EQF
2. To identify any needs for content creation and feed results into WP5:

Materials development - adaptation and transfer of educational products

Context of the mapping exercise

European Qualification Framework (EQF) is a set of instruments with a vision. The EQF Recommendation uses the same NQF definition as Cedefop but introduces an important addition: (An NQF means an instrument) which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society. This additional point, reflecting the agreement of the countries involved in the EQF development process, confirms that NQFs are seen as something more than classifiers. It signals that NQFs should be a force for change and they should be used to question existing, interests and promote discussion and development of better qualifications systems. The success of an NQF is therefore very much dependent on its ability to bring together relevant stakeholders and create a platform for cooperation and for addressing common or conflicting challenges. For this reason country representatives (in the EQF Advisory Group as well as the peer learning cluster) have underlined that the development of an NQF is a substantial political undertaking and a long term project for improvement rather than a short term means of better referencing to the EQF. One of the ways an NQF acts as a force for change is through the concept of associated functions of NQFs. The EQF has associated functions in that it goes beyond its formulation as a grid and recommends that countries look closely at encouraging the use of validation of non formal and informal learning and adopting the European principles for quality assurance. These functions are strengthened by the introduction of NQFs and countries often seek to use the NQF implementation to adjust the ways governance of qualifications operates. The rapid development of NQFs can to a certain extent be seen to reflect the timeframe for the implementation of the EQF. **According to the EQF Recommendation countries are to refer their national qualifications levels to the EQF by 2010 and to introduce the reference to the EQF levels into new certificates and diplomas by 2012.** The EQF Recommendation uses the same NQF definition as Cedefop but introduces an important

addition: added value that NQFs offer – there is broad confidence that National Qualification Frameworks (NQFs) can support reforms in national education and training systems and enhance lifelong learning. In general terms and in most national settings it is probably reasonable to expect benefits in some or all of the following ten areas: Increased consistency of qualifications; Better transparency for individuals and employers; Increased currency of single qualifications; A broader range of learning forms are recognised; A national/external reference point for qualifications standards; Clarification of learning pathways and progression; Increased portability of qualifications; Acting as a platform for stakeholders for strengthening cooperation and commitment; Greater coherence of national reform policies

Mapping of the Hairdressing training resources to the UK NQF has been already done in a previous project. 10 steps in developing a national qualifications framework are available in the UK framework:

1. Decision to start: Taken by the national body responsible for higher education (minister?)
2. Setting the agenda: The purpose of our NQF WG-Report nr. 1 (section 2.3)
3. Organising the process: Identifying stakeholders; setting up a committee/WG
4. Design Profile: Level structure, Level descriptors (learning outcomes), Credit ranges
5. Consultation National discussion and acceptance of design by stakeholders
6. Approval According to national tradition by Minister/Government/legislation
7. Administrative set-up Division of tasks of implementation between HEI, QAA and other bodies
8. Implementation at institutional/programme level; Reformulation of individual study programmes to learning outcome based approach
9. Inclusion of qualifications in the NQF; Accreditation or similar (cfr. Berlin Communiqu?)
10. Self-certification of compatibility with the EHEA framework (Alignment to Bologna cycles etc.);

The use of EQF in the Hairdressing sector

The Social Partners for Personal Services (Hairdressing and Cosmetics) have engaged on several initiatives to provide adapted life-long learning schemes to their sector. Amongst those actions, one can mention the European Hairdressing Certificate that provides for adapted training content built mainly on 2 levels (B & C) and that consists of a trustable training scheme for the whole profession across Europe. Building further on this initiative, the Social partners have linked their sectoral training schemes to the EQF to ensure its full adaptability to national contexts, the transparency of its content and the necessary flexibility

to new adaptations or further developments. Thanks to the EQF, social partners for the Personal services (Hair and Beauty) sector would also intend to bring an official acknowledgement of non formal education brought through training schemes developed by practitioners on working practice mixed with teaching techniques. Indeed the EQF must break the feeling of inferior quality that shadows the vocational schemes compared to state official ones. This might help building bridges between formal education, vocational training and company/workers needs for qualifications. Social partners for Hairdressing had opted for an outcome-based approach for their European Hairdressing Certificate because of the responsibility of the Member states for their own Education and Training contents was hampering the possibilities of harmonisation. However the Hair & Beauty sector has noticed a need and a growing interest in the profession in achieving a European and mutual recognition for their certificates, beyond their national training schemes. The EQF might greatly help implementing training solutions elaborated by the branch experts at European level and thereby promote mobility. It is also of outmost importance that vocational training schemes can be translated into a common qualification framework that is being applied throughout Europe. It will enable employers to understand and compare applicants' skills. It will ease the mobility of workers and opens ways for hairdressers in this case to complete their training in other countries. Social partners for the Hairdressing and Cosmetic sectors are presenting a methodology to spread the use of the EQF when conceiving, testing or comparing training solutions. To root EQF into the sectoral practices, they suggest that each sector engage into the definition of its own SQF (Sectoral Qualification Framework). **The EQF is a common European reference system which will link different countries' national qualifications systems and frameworks together. In practice, it will function as a translation device making qualifications more comparable. It will help learners and workers wishing to move between countries, change jobs or move between educational institutions at home. The primary users of the EQF are bodies in charge of national and/or sectoral qualification systems and frameworks. Social partners are part of this group. Once they have related their respective systems to the EQF, the EQF will help individuals, employers and education and training providers compare individual qualifications from different countries and education and training systems.**

As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education, vocational education and training as well as higher education. The eight levels cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational

education and training. Each level should in principle be attainable by way of a variety of education and career, including non formal education. (http://ec.europa.eu/dgs/education_culture/publ/pdf/eqf/leaflet_en.pdf (available on 20 EU languages http://ec.europa.eu/education/lifelong-learning_policy/doc44_en.htm#doc))

EQF can: ease mobility throughout Europe; ease the comparison of training outcomes gained from various education systems or in various countries; support the recognition of non formal education. **The EQF is a voluntary tool.** As a consequence, without a broad commitment of all stakeholders to use it, the system will not deliver proper results; It might ease the comparison of existing certificates/diplomas not only on a geographical scale, but also across branches and education systems (formal/non formal; public/private...) It might ease designing new training schemes especially at European level.

EQF in the Hairdressing - defines first an outcome-based approach as well as business driven needs. It is the very first step for anyone wanting to determine the level of its training modules as well as the accuracy of its certification or training process. It implies to translate a branch or national certificate into practical professional expectations that experts of the profession may have regarding successful trainees or students. **An outcome-based approach commands to revisit the traditional education path from knowledge to skills and competences to be able to formulate wordings to describe the necessary Know-How, declined from the final competence to the basic 'what has to be known'.** It may consist in the most difficult part of this comparison process. You need to write what will be the intellectual and technical capacities of the people who have successfully gone through your training to deliver on professional tasks. Then describe their expected skills and the knowledge they must have acquired to do so. This step of the proposed methodology is essential as it really build the bridge between business needs and education offers. Doing this exercise might make potential gaps between both of the latter very clear as well as it may show the total accuracy of the education provided regarding business driven concerns.

To be able to find the best fit for your outcomes and professional needs in the EQF matrix, the most relevant EQF level, you need to go through each of the learning outcomes described in the matrix starting from level 1 until you are reaching the level which matches the most the learning outcomes of the tested certificate. To have a clear picture, we used to highlighting or underscoring the keywords matching your certificate's outcomes in each EQF level. It may happen that the outcomes of your certificate match several levels. In this case, a comparison between; lines helps to see which box contains more words highlighted or underscored than its neighbours. It is highly important to understand that **on the labour market the**

determinant elements in terms of recruitment and job mobility are competences, skills and knowledge, in this specific order. It has led the Hairdressing sector to rewrite the EQF matrix to read it from the right to left side, started with competences rather than by knowledge. The Hairdressing sector therefore recommends to build any sectoral matrix in this order to make its understanding and use easier. An example is provided hereafter to illustrate what a SQF can look like. The EQF is far too much broad to be used as such at branch level. Education and training programmes are very detailed and tailored to the specific needs of an industry. Learning programmes and certificates are therefore too detailed to fit directly into the EQF. It is why, the hairdressing sector decided to build its own SQF – Sectoral Qualifications framework. Designing a sectoral matrix requires two steps. The first one echoes the first step of this methodology. It consists of the definition of job profiles in the sector (when they do not exist already) and the definition of outcomes of the learning process that enable to perform the given job. Then, the second step will be to draw a table containing outcome-based descriptors for the job concerned. European Hairdressing Sectoral Qualification Framework : Job classification SQF; Level/ EQF - Level EHC(European Hairdressing certificate); Hairdresser or junior hairdresser 2; All-round hairdresser 3 A; Hairdressing skilled worker B; Hairdressing practical training; Supervisor - 4 B; Hairdressing manager or business owner; 5 C; Hairdressing assessor 6; Hairdressing trainer 6; The following example is based on the European Hairdressing certificate level B : At this stage a comparison of national certificates is already possible. **It demonstrates that EQF works indeed as a translation grid.** This method presents also a second asset which is to offer a grid that helps improving national or sectoral certificate to reach the EQF level concerns or even to upgrade to it to the upper EQF level. Once profiles have been established and translated into outcome-based criteria especially gathered under 3 chapters Competences/Skills/Knowledge, it is easy to draw a second column beside each of the EQF ones to determine what is relevant and crucial in the sector in terms of competences, skills and knowledge (CSK). Then it could be used to assess the degree of accuracy of your certificate to a given EQF level and identify easily topics to be improved to reach an upper level.

The Europass CV contains the possibility to enter the ISCED references of your diploma. It is a content-based approach that does not offer the opportunity to seriously take into account qualifications acquired and certified through non formal education. The Europass CV should better refer to EQF levels to enable both certification systems to cohabit and to undermine qualifications that may have been acquired through non formal circuits. Employers are mainly looking for skills and competences. The EQF level on the Europass will help them to assess

the potential of the candidates on a better scale than based on a pure knowledge-based approach. This approach presents a few advantages: Make it easier to compare qualifications; Recognise non formal education; Ease the task of the human resources managers/employers when; evaluating the potential of future employees; Enable job candidates to raise their profile by informing about skills; competences acquired even outside the traditional education channel. Simultaneous with the development of a qualifications framework the member states will need to agree to adopt a more uniform way of dealing with and assigning credit points. In the absence of clearly defined learning outcomes credit points are of little or no value.

To be successful EQF must remain based on objective descriptors and avoid subjective criteria, which can be left to SQF . Indeed, securing a sector-specific qualification often occurs via a route other than that of obtaining an initial qualification. It mainly relates to the way in which people learn. Skills and attitudes are usually at the core of the frequently dualistic programmes leading to a sector-specific qualification. While knowledge is not unimportant, it is not paramount either. The opportunities available for further study, which are frequently geared towards theoretical and general knowledge, are often less plentiful and quite often it is those people who have a sector-specific qualification that are more inclined to want to specialise in order to become a fine or even better professional, rather than invest energy in a more general management or business administration study. However, the distinction between initial/generic and sector-specific qualifications does not mean that it could allow for a different leveling on the EQF matrix. One should therefore prevent to categorise in advance the certifications and diplomas depending on the nature of the establishment which delivers it or on the education/training scheme attended. **It is important to define EQF as a matrix to assess the level of qualifications (what is expected from a job profile). It is based on “objective descriptors”.** It should not rank the level of performance, which is based on subjective criteria. Indeed two graduated students may both receive a level 3. Certification and perform with a significant difference in style or quality. **EQF compares qualifications obtained and not the way they are performed (which is a matter of excellence and is measured at national level by level of distinctions).** Some current descriptors based on more subjective aspects (such as autonomy, self reliance, responsibility) were difficult to measured by our experts. They were very generic and therefore difficult to be understood the same way by the experts. **This might cause some divergences in the use of the matrix.** However it might be easily sorted out in sectoral qualification frameworks which may allow for a tighter degree of description. All of the previous recommendations are really valid if the EQF is trusted in by each single EU citizen

and government. So it is important to build trust in this system. To enable a true mobility of students/apprentices and workers, all EU governments must take on the outcome-based approach when designing their education programmes. **It is therefore important that National Qualifications Frameworks (NQF) are adopted everywhere established on the EQF model to ensure coherence down the education chain.** At non formal level, Social partners must do it as well. It will ease the comparison of non-formal certification to formal ones and certainly give the non-formal education a better recognition. **Social partners have already elaborated an outcome-based training programme (with 3 levels).** The weak point identified in the current EQF grid and its use is that discrepancies may still occur depending on the users. So it is important to ensure that everyone sorts its certification into the same level following the same process. **All sectors agree on the EQF levels of their certificates at regional, national and EU levels.** In concrete terms, we advocate for choosing 2 EQF levels at community level because the comparison of national ones may often show differences of EQF ranking depending on the countries. So a minimum level must be agreed upon as well as a reference level, so Countries in which the reference level is not yet reached have an EQF level to refer when wanting to upgrade their certificate(s). Of course the sectors must firstly come to an agreement on a methodology to rank their certificates to ensure the coherence of leveling. The Hairdressing sector suggested one methodology (adopted) to classified their certificates throughout Europe. Ensure trust in the system of the European Hairdressing sector with the financial support of the European Commission. The methodology to use the EQF was suggested with a view to be also implemented in other industries. European agreement on the Implementation of the European Hairdressing Certificates signed by the Social Partners, UNI Europa Hair and Beauty and Coiffure EU, share a longstanding commitment to better quality of work in the European hairdressing sector. They consider providing vision, direction and a framework for current and future work projects through the adoption of the definition of a professional hairdresser.

A professional hairdresser as per the competences provided by Hairdressing learning content (HABIA standards) we have mapped is a person who is competent to: 1. Take care of and fashion (e.g. cut, colour, perm, finish, style) hair, appropriately with the type, on women and men. 2. Advise clients on all aspects of their hair in a way that promotes and preserves the public confidence in them and the craft of hairdressing. 3. Use cosmetic products with chemical substances effectively, efficiently and safely taking full account of the welfare of the

client, colleagues and the environment. 4. Fulfil their responsibilities to clients, employees, employers and social bodies.

The social partners agreed on a joint document (1) aiming at the establishment of a European hairdressers' certificate (level B), based on the acquisition, assessment and validation of a standard training programme. The certificate level B is additional to the various hairdressers' diplomas issued by national authorities or instances. The European Hairdressers' certificate (level B) is implemented in different Member States in accordance with the national situations. It is issued by the training body carrying out the examination at national level, under the supervision of the social partners. Following the adoption of the first certificate for hairdressers, additional levels have been developed for the certification of trainers and managers in the hairdressing sector. On the occasion of the Second European Symposium on the Evolution of Professional Hairdresser Training, 21-22 October 2007 in Bari, Coiffure EU and UNI Europa Hair and Beauty adopted a Charter (2) in which they "strongly recommend to the social dialogue partners that they create a framework and consensus agreement to implement the paper". The objectives of the certificates are to improve the overall quality and image of the hairdressing services in the EU, and to facilitate flexibility and mobility through better transparency and comparability of skills. UNI Europa and Coiffure EU consider that the main responsibility for the implementation (of levels B and C), the introduction of the certificates and further development of the tool lies with the social partners at European and national levels. Furthermore, UNI Europa and Coiffure EU aim at establishing a clear link between the certificate, the joint Covenant on health and safety concluded in 2005(3) and the related code of conduct adopted in 2001(4). To promote a wider use of the tool and to ensure a proper implementation of its provisions, UNI europa and Coiffure EU have agreed the following definitions: **a) European hairdressing certificate, level A: National hairdressers' diplomas, issued by national authorities or training bodies;** b) European hairdressing certificate, level B: Voluntary hairdressers' certificate issued after passing an examination as set out in annex 3, point 1. Complementary to Level A; c) European management training programme, Level C: Voluntary hairdressing certificates delivered to salon managers (employee status) or salon owners having successfully passed the exams as set out in annex 3, point 3.-Complementary to Level B.

The members of UNI Europa and Coiffure EU shall take the necessary steps for the integration of the training modules and issuing of certificates taking into account the specific situation of each country and in accordance with the prevailing national regulation concerning

the certificates- Bari Charter:

[http://www.uniglobalunion.org/Apps/iportal.nsf/3100172b0315a124c125717d005dd9bb/a0ec73a251eff90c1257551004d2940/\\$FILE/CartadiBari-signed.pdf](http://www.uniglobalunion.org/Apps/iportal.nsf/3100172b0315a124c125717d005dd9bb/a0ec73a251eff90c1257551004d2940/$FILE/CartadiBari-signed.pdf) - **Bulgaria is the only**

member of the Hair.net project which signed the Charter; Covenant on health and safety, in particular the use and handling of cosmetic products and their chemical agents, between the European social partners in the hairdressing industry;

http://ec.europa.eu/employment_social/dsw/public/actRetrieveText.do?id=10627

The training systems (B and C) are updated every 4 years after discussion in the Social Dialogue Committee of the Personal Services Sector. The members of UNI europa and Coiffure EU will integrate the health and safety requirements of their Covenant on health and safety(5) and future instruments that could cover health and safety into the training modules, as appropriate. Covenant on Health and Safety, in particular the Use and Handling of Cosmetic Products and their Chemical Agents, between European Social Partners in the Hairdressing Industry, 21/09/2005

http://ec.europa.eu/employment_social/dsw/public/actRetrieveText.do?id=10627

The affiliates of the European social partners' organisations confirm the implementation of the contents of level B or level C. The joint examination committee monitors the implementation on the basis of the documents provided. Training material and/or the contents of level B and level C may be delivered to the social partners of new EU member states on their request.

"How to get along code" - Guidelines for European hairdressers, 26/06/2001

http://ec.europa.eu/employment_social/dsw/public/actRetrieveText.do?id=10198

Concluded in Brussels on: 18 June 2009, Signed by: The European social partners: Coiffure EU, UNI europa hair and beauty; The national social partners: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Malta, The Netherlands, Poland, Slovenia, Spain, Sweden, **UK**, (Norway), (Switzerland). **UK is the only state of the partnership which has signed the agreement.** European social dialogue partners and members in the hairdressing industry are seeking to have European certificates recognised in line with the reference framework for European training/qualifications (EQF). As a starting point, they wish to establish a suitable knowledge base necessary for the various roles a hairdresser will be required to take on during the course of his or her career. Social promotion is strong in this

field, where employees and employers work together in the workplace. They share the same professional knowledge insofar as hairdressers begin their careers as employees. Those employees who can or wish to do so will then become employers.

Thus a hairdresser must be able to develop the knowledge and skills to: Achieve the highest qualifications and knowledge in order to become a highly qualified professional; Work autonomously; Monitor and organise his or her own workload and that of a team; Pass on his or her knowledge; Respond to practical, technical, technological and regulatory developments. Hairdressing is essentially a career in fashion; Manage a company; Manage a team of workers.

All hairdressers have the possibility of running their own business if they want. Those who wish to remain employed must be able to achieve an advanced qualification. Hence, the European profession has established a European hairdressing certification available as three certificates, which bring together the various qualifications and activities required for hairdressing. This is not a basic foundation, but a requirement which is sought and recognised by the profession at European level in European social dialogue in the hairdressing industry, which includes employer and employee representatives in European countries.

The knowledge level required for a hairdresser who holds a European hairdressing level “B” and “C” qualification has been adopted unanimously by the European social dialogue in the hairdressing industry, and is equivalent to EQF levels 4 and 5 for hairdressers. Level A is recognised as EQF level “3”.

The equivalence grid used for the exercise shows whether the qualifications are at the correct level and include all the requirements of levels “A”, “B” or “C” and thus ensure that they are at that level. Skills have been divided into “levels”, recognised by the hairdressing profession.

Level of knowledge, capabilities and skills Training level Certification A (Level 3 Hairdresser who performs simple tasks in a hairdressing Individual National EQF) salon under the supervision of a highly qualified professional, or performs simple tasks autonomously.

Takes responsibility for the tasks he or she is asked to perform within the limitations described above. Adapts his or her behaviour to the circumstances in order to resolve problems. Performs hairdressing tasks by selecting and applying the basic methods, tools, materials and information. This covers facts, principles, general processes in work or study.

undertakes national qualifying training at national level to provide him or her with the skills to perform the tasks at this level.

B (Level 4 Highly qualified hairdresser able to perform tasks in a Highly trained and Training EQF) hairdressing salon completely autonomously in accordance with health and safety regulations for customers, professionals and himself or herself. Self-manages within the limits of the technical work of the salon. Able to adapt and change his or her behaviour to respond to company strategy and the requirements of the salon. Supervises the normal work of other persons in the salon, taking some responsibility for evaluating work, the activities in a hairdressing salon and improving those of his or her company. It is able to implement the requisite practices to develop solutions to specific problems in a work or study area. Factual and theoretical knowledge of hairdressing enables technical issues to be resolved. Staff qualified in all the work carried out in a hairdressing salon in the following fields: techniques and practices, communication, industrial and social hygiene, sales and services; C (Level 5 Advanced skills in managing a hairdressing company, Advanced training National EQF) passing on knowledge and training, managing a team of professionals. Manages and supervises professional activities, studies or expected and necessary changes. Has an extensive range of professional practices described in Level “B” in technical and practical domains. Devises creative solutions for concrete and abstract problems. Has thorough, specialist, factual and theoretical knowledge of the hairdressing industry and regarding the management of a hairdressing salon. Is aware of the limitations of his or her knowledge. level, which implies all the knowledge of Level “B” aimed at ensuring management skills: including the management of a hairdressing company, managing and/or leading a team, training and professional technology evaluation to guarantee that the requisite level has been achieved;

Level A: Initial training and certification

Level B: Highly qualified practising hairdresser

Level C: Management of a hairdressing salon, training, management.

Definition of LEVEL “B”

The holder of Level “B” is a highly qualified professional who works as a hairdresser either as an employee or as a company manager in a hairdressing business, a company which produces and distributes haircare products, in a health establishment, in a welfare establishment or other. He or she might work as a colourist, perm specialist, hairdresser, technical leader and/or supervisor or professional advisor. He or she must effectively monitor good practice, linked to activities involving hairdressing and haircare, colouring, temporarily or permanently changing the shape of the hair, health and safety of customers

and professionals, respect for the environment. In addition, he or she must be skilled in the following areas: Reception and follow-up of customers; Advice on the sales of products and services; Technical design, documentation and execution; Correct use of cosmetic products to ensure personal safety, hygiene and respect for the environment; Technical leadership of a team (cutting, colouring and styling the hair). He or she must be able to design personalised hairstyles and execute all styles - Styling: Temporarily or permanently changing the shape of the hair, styling, blow-drying, styling for special occasions (weddings, parties); Cutting: Short, long, men's, ladies, trendy. Colouring: Semi-permanent or permanent, lowlights and highlights, streaks, special effects;. He or she is involved in selling services and in the commercial development of the hairdressing salon. He or she must be able to oversee and advise colleagues to ensure the comfort and safety of both customers and of staff working in the salon. The principle of Level "B" is to link the duties which the holder will have to perform autonomously with the skills and competences which he or she must have.

FRAMEWORK OF PROFESSIONAL ACTIVITIES - LEVEL B CERTIFICATION FRAMEWORK; GLOBAL COMPETENCE

The holder of level B is a highly qualified professional. He or she is skilled in hair hygiene and care, colouring and permanently modifying hair shape. He or she designs and executes personalised styles by executing all permanent styling and colouring, streaks, highlights and lowlights; he or she cuts and styles hair for everyday and special occasions, with or without adornments, accessories or wigs.

DUTIES of the holder of LEVEL B - SKILLS AND COMPETENCES

Collect, select and process information. Seeking information Pass on information and report.

Communication: Reception and follow-up of customers. Identify customer requirements.

Familiarity with professional technology and techniques Manage stocks, products and materials. Organisation and management: Plan activities (appointments – follow up of services). Lead and manage staff (in the technical domain). Develop the sale of products and services (with customers in the salon). Involvement in company management (implementation). Customer services – reception. Appropriate behaviour and attitudes.

Reception and follow-up of customers; Advice on sales of products and services

Development of products and services; Design, execution: Advise on and sell products and services. Design a personalised hairstyle – adapt the style to suit the face. Use haircare techniques. Design and execute styling effects, both permanent and non-permanent; Design and execute colouring effects by colouring, streaking, highlights and lowlights; Setting. Shaping. Combing out. Adapting the style to suit the face. Execute classic and fashion ladies'

cuts and styles. Blow-drying. Evaluation: Evaluate customer satisfaction. Assess the effectiveness of a technique, an outcome. Leading staff - Design simple styles and everyday cuts only for the French Professional Certificate, "colourist-perm specialist" option.

Definition of LEVEL "C". The holder of Level "C" must be able to perform the following tasks, in addition to Level B skills: Take on the duties of company manager; Team and/or salon leader; Technical manager; Trainer and apprentice master. He or she must develop and acquire complex skills in order to be able to perform the duties of a manager, team leader or trainer in the following fields (the list below is neither exhaustive nor cumulative): Administrative management of a hairdressing business; Personnel management; Financial and administrative management; Defining and implementing the commercial policy of a hairdressing salon; Complying with and developing hygiene and safety rules for both staff and customers; Training personnel; Passing on knowledge, training apprentices; Designing the lay-out and equipment of the workplace.

A Level "C" holder links the duties he or she carries out with his or her autonomous capabilities and skills, especially in the management field. He or she must study, understand and pass on unpredictable changes in fashion and techniques. The principle of Level "C" is to link the duties which the holder must perform with the skills and competences he or she must have. He or she is a decision-maker and must be able to pass on these decisions under the rules and regulations adopted by the profession at European level, such as the charter for the code of conduct "Guidelines for European hairdressers: how to get along".

Level "C" will determine the necessary training to acquire these skills and knowledge and the evaluations to be undertaken to award the qualification.

FRAMEWORK OF PROFESSIONAL ACTIVITIES LEVEL "C" CERTIFICATION FRAMEWORK - GLOBAL COMPETENCE

The holder of Level "C" is a highly qualified professional. He or she has all the skills which go beyond Level "B". He or she leads and manages staff, sells and develops services and is involved in the administrative and financial management of the business or is responsible for them. He or she passes on professional knowledge to apprentices and colleagues.

LEVEL C SKILLS AND COMPETENCES. SKILLS AND COMPETENCES

DUTIES of a holder of LEVEL "C"

Reception and follow-up of ;customers Advice and sales of products and services;
Staff leadership. Administrative and financial management ;Manage stock, products and materials; Plan and organise activities; Organisation and management: Lead and support staff

Train apprentices; Develop and check hygiene and personal safety measures and inform staff; Choose products and services which are used in accordance with safety and environmental regulations and organise staff training in how to use them correctly; Manage a hairdressing business and organise its activities; Collect, select and assess information; Seeking information, Define commercial policy communication Meet customer requirements and anticipate them; Ensure that staff are familiar with and implement safety, hygiene, and environmental regulations; Evaluate customer satisfaction;

Evaluation: Assess the effectiveness of a technique, an outcome, a strategy Evaluate the work of staff ; Evaluate business results.

Methodology

Results of the Mapping of the learning resources from Hairdressing Training to the EQF can be seen in the chart blow – it is shown the correlation QCF – EVQ (EQF):

QCF LEVEL	E1	E2	E3	1	2	3	4	5	6	7	8
EQF LEVEL	-	-	1	2	3	4	5		6	7	8

There is currently no Entry Level 1 or 2 in the EQF. UK hairdressing standards and levels are set by HABIA, The Hair and Beauty Industry Association. Using the HABIA standards and VTCT and City and Guilds Awarding Bodies was possible to map across the learning resources to the NVQ'S.

The NVQ Mapping that has been done in a previous project enabled BASD to map across the learning resources to the EQF. The methodology was approved by the Slovakian and Romanian partners of the Hair.net project.

Using a descriptor defining the levels in the EQF, this helped to describe the knowledge, skills and competence required at each level.

Using the chart above identified that some of the levels vary between the QCF and the EQF.

The examples below identify the different knowledge, skills and competence required at each level:

Level 1 QCF and Level 2 EQF: Students are required to neutralise and assist with the perming process

Students will work under supervision.

Learning Resources: Directional Perm (part 2 how to neutralise)

Level 2 QCF and Level 3 EQF: Students are required to carry out basic perming techniques and neutralising.

Students are expected to take responsibility and work on their own or with very little supervision.

Learning Resources: Directional Perm

Level 3 QCF and Level 4 EQF: Students are required to carry out creative perming.

Students are required to complete the whole task with no supervision; self manage and supervise others (for example a Level 1 student).

Learning Resources: Fashion Perm

Comparing the QCF and the EQF descriptors we can identify that the QCF Level 1 is equivalent to the EQF Level2.

The QCF Level 2 is equivalent to the EQF Level 3

The QCF Level 3 is equivalent to the EQF Level 4.

BASD has done also a comparison of the the Hairdressing training materials to the EQF for 4 levels 4 and 5 exploring the three types of learning outcomes in the Hairdressing training materials: Knowledge; Skills; Competences against the same three types of learning outcomes in the EQF.

Knowledge: The key words at level 4 are “factual and theoretical knowledge in a broad context”. The key words at level 5 are " comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge " We consider that the HT materials correspond to level 5 (EQF), but as the descriptions for both levels are almost the same, we can settle for level 4.

Skills: The key words at level 4 are “a range of cognitive and practical skills required to generate solutions to specific problems”. At level 5 the key words are "a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems." We think that a hairdresser not only have to deal with specific problems but also solve abstract problems, which more resembles level 5 (EQF).

Competence: The key words at level 4 are “exercise self-management” and “supervise the routine work of others, and taking some responsibility for the evaluation and improvement of work or study activities”. At level 5 the keywords says to "exercise management and

supervision in contexts of work or study activities where there is unpredictable change, and review and develop performance of self and others."

The best match to the Hairdressing training materials is level 5 (EQF), as a hairdresser has to work independently and exercise self-management, but also have supervisory responsibilities for hairdresser apprentices.

All in all we regard the Hairdressing training materials to be of high quality and much above the average level of national hairdressing education in Europe in general.

Regarding to the above mentioned BASD confirms that EQF level 4 is the best fit for the the Hairdressing training materials Level 3.

CONCLUSIONS of the mapping:

The learning content of the Hairdressing training provides relevant competences as per the EQF. This is a standard which provides a simple and comprehensive view of the advanced qualifications expected of a holder of a hairdressing certificate in Europe. The Hairdressing training materials cover requested standards: 1. Highly flexible human resources; 2. Greater opportunities to work abroad; 3. A guarantee of quality for the client, 4. Greater loyalty among employees in the field, 5. A common professional basis created to improve quality.

Each country will recognise the value of its qualification at Level "A", "B" or "C" by checking whether the national qualification meets all the requirements: Duties, Skills and competences, Training, Certification.

BASD has used specific criteria and explored the learning outcomes of each unit to identify the relevant resource required for that specific unit and their correlation to respective levels and qualifications.

Mapping the Hairdressing Training Materials against the EVQ was done using the EQF as a translating tool;

Also the compatibility for existing national solutions with the EQF has been explored for Slovakia, Romania and Bulgaria.

The Hairdressing Training Materials have been assessed against the requirements in Levels and against the concepts in EQF.

Knowledge. The findings are that the targets described for the Hairdressing training materials Level 3 are compatible with the requirements in Level 4 EQF. BASD has further discussed the targets in relation to the descriptions in the EQF system, and concludes that the Hairdressing training materials Level 3 corresponds to EQF's level 4.

Skills. The Hairdressing training materials comprise a wide range of hairdressing knowledge and skills. It is specifically emphasized that the candidates have the ability to solve issues independently and following the conclusion of their education have adequate skills in order to supervise assistants. These skills are further developed through practical work experience, and that a newly educated hairdresser develops through work based on a good professional foundation. The description of skills in the Hairdressing training materials curriculum Level 3 is compatible with the targets of Level 4/ EQF.

Personal and Professional competence. The Hairdressing training materials emphasizes a number of different competence objectives beyond purely professional objectives. In addition to striving for independence, self-management and the management of others, health, safety and the environment is emphasized. Ethical issues related to the profession and business administration insights related to the creation of value and profitability are part of the training.

The plans of the Hairdressing training materials level 3 also comply with EQF's level 4, as well as the targets in Level 4 (EQF).

Following a comprehensive assessment of the Hairdressing training materials, BASD

finds that the Hairdressing training materials and vocational plans Level 3 satisfy the targets and requirements in EQF level 4.

IMPLEMENTATION OF THE NQF – potential problems

1. The description of Learning outcomes is a difficult and challenging task for the Higher Education Institutions.
2. Sectoral Qualification Frameworks within national and international context

QUALIFICATIONS – Hairdresser – Slovakia

Within each qualification is a set of **general and vocational** competencies.

- General competencies are an integral part of any qualification.

- Vocational competencies define the requirements necessary to perform vocational activities under each qualification.
- **Subject to accreditation** of the training program is only educational activity focused on the **acquisition of vocational knowledge, skills and competencies of the individual.**
- General competencies of an individual can be obtained individually.

PART A. GENERAL COMPETENCE

Communication in native language

Communication in a foreign language

Mathematical competence and basic competences in science and technology

Digital competence

Learning to learn

Social and civic competences

Initiative and entrepreneurship

Cultural awareness and expression

PART B. VOCATIONAL COMPETENCE

Minimum time frame : 450 hours

Theory: 170 hours; Practice: 280 hours

Knowledge	Skills
<p>HAIRDRESSER knows:</p> <ul style="list-style-type: none"> - name the variety of hygienic measures, - explain what is disinfection, sterilization, - knows the composition of the skin, the biochemical processes in the skin, - explain the role of viable cells as the smallest units of our body / relationship 	<p>HAIRDRESSER is skilled in:</p> <ul style="list-style-type: none"> - diagnosing the current state of quality of scalp / dry, dry seborrhoea, oily seborrhoea .. - in the diagnosis of hair quality / damaged hair, damaged hair structure, hair split on the tips, poor absorption of hair .../, familiar manifestations, causes and operations

<p>to bacteria and viruses /,</p> <ul style="list-style-type: none"> - explain the process of skin keratinisation and problems incurred in the process of keratinisation, - diagnose the quality condition of scalp - diagnose the quality condition of hair, - knows the types of scalp - knows the quality types of hair - is aware of skin changes, which are caused by skin diseases: bacterial origin - viral origin: eg. neck, - papillomas, on the eyelids, soft fibromas, mouth sores - fungus: microspore, fasmus, ringworm - benign and malignant skin changes, - allergies, allergens, - other: sexual, parasitic skin diseases and various skin changes – ability to identify by the use the „atlas of skin diseases“, knows their symptoms, and can describe permitted activities in connection with the exercise of hairdressing services - knows products, their active ingredients in the care of scalp and hair, - aware of technological processes in hairdressing acts: <ul style="list-style-type: none"> - hair preparation - hair color stripping/bleaching - hair dying - water waving - iron waving 	<p>permitted for hair, which are: glassy, rough ...</p> <ul style="list-style-type: none"> - is skilled in determining the right choice, application, execution: <ul style="list-style-type: none"> - lightening the hair, lightening of dark hair - hair coloring / dyeing gray hair / - used in connection with the diagnosis of hair: pre-pigmentation, pickling, - is aware of alternatives / corrections / for possible problems during hair dyeing - is skilled in the art of working procedures: water waving, iron waving - is skilled at cutting hair / men's, women's and children's styles /: classic men's cut into a transition, trim, types of notches, men's plastic cut ... - hair preparation, straightening of curly hair - dying of hair, eyebrows and mustache - aware of the current hairstyle creations.
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<ul style="list-style-type: none">- haircut - formation and treatment of eyebrows and mustache - treatment and regeneration of hair - knows the current hairstyle creation, - knows the anatomy of the hair, growth cycle of hair, problems related to hair growth,- causes of changes in the quality of hair / heredity, mechanical, chemical damage, hormonal changes /,- causes of hair loss / congenital, transitional, permanent /,- can describe the symptoms, course, permitted acts in hairdressing practice, in response to changes to the scalp, changes in hair growth, changes in hair quality,- knows the goal of treatment of hair / eg. blood supply to the scalp, restore activities of matrix cells /,- choose to use appropriate products and knows active ingredients in them ...- can describe symptoms, causes related to disorders of hair growth and determine the correct operations permitted in the hairdressing industry- can describe symptoms, causes of bearing hair loss, telogen hair loss- can describe the melanin pigmentation of the skin,- knows the process of natural pigment	
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<p>creation</p> <ul style="list-style-type: none"> - causes affecting pigmentation, - natural hair color, depending on the type of two kinds of melanin - has the necessary knowledge about cosmetic pigments, hot and cold colors, mixing of colors, - designation of color / depth, tone / on the package insert, - knowledge necessary to identify materials used in the practice of hairdressing: acids, alcohols, amine oxides, sulfur, fats, oils ... 	
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PART C. ASSESSMENT STANDARD

- In the process of validation of training, verification and assessment of vocational competence within this qualification, any individual is able to **request the completion of an assesment**. The test will consist of theoretical part and practical part depending on the nature of work on which to verify achievement of vocational competence and which is determined by the evaluation standards.
- When drawing up the curriculum of the training program for the graduate of an accredited educational program - the person taking the test needs to **demonstrate competence defined in the evaluation standard**.

Subject to verification and evaluation will be:

I. Overview of theoretical knowledge of hygiene, anatomy, dermatology, technology, work practices as described in hairdressing:

- Safety and hygiene at work
- Anatomy of the skin, the biochemical processes in the skin
- Anatomy of the hair, the function of hair, hair growth cycle
- Hair Diseases / causes, symptoms, operations permitted in hairdressing /

- Description of melanin pigmentation of skin, a process of natural pigment creation, natural hair color in relation to two types of melanin
- Cosmetic pigment, warm and cool colors, mixing colors, color depth indication
- Peroxides and oxidants
- Skin diseases and their symptoms, causes, operations permitted in hairdressing
- Hair Diseases - hair loss, description, causes and symptoms, permitted acts in hairdressing / eg. focal hair loss, telogen hair loss
- Hair care, the importance of tools / equipment and facilities for washing hair, hair regeneration /
- Description of products, their effects, application workflow:
 - a/ in the preparation of hair / dissecting solution ,.....
 - b/ when dying hair / colors, short-term hair coloring, color pastels, shampoos, creams
 - c/ when lightening hair, hydrogen peroxide, alkali, thickeners ...
- Technological process for:
 - water waving
 - iron waving
 - haircuts - characteristics of hair cutting techniques
 - hair preparation
 - hair color stripping/bleaching
 - hair dye
- In the technological description of the workflow focus on: for example - water waving, division of hair by the quality of the formation of trails and separation of strands, water-wave techniques, using hair curlers ... hair styling and haircuts, hair painting, BOPZ.
- Hair cutting: the significance of hair cutting, use of tools, scissors, electric machines hair cutting techniques, description of techniques / plastic cut, blunt cut, mixed cut ... /
- Hair color stripping/bleaching: decolourisation/stripping mechanism, resources, preparation of de-inking solution, process for hair touch up - long, regrowing hair ...

- When dyeing your hair: hair dye agents, workflow, application of lightening colors, matte and red shades, coloring gray hair, pickling, pre-pigmentation, oxidation removal of hair color ...
- Eyebrow dye, application of masks, paraffin masks, hair removal, make-up.

II. Practical Part:

a/ Women's haircuts

- Ladies' mix-cut, hat hair dye / hidden dye in a triangle /, fashion hair cut and hair ironing
- Women's hair dyeing with short period oxidation color dye + highlights tone in tone, fashionable cut and blow wave / half a round brush /
- Ladies' mix-cut + hair dye using 2-3 color shades + finishing
- Women's preparation of medium length hair - double curling process + finish with blow-dry

b/ Men's haircuts

- Men's spiky hair haircut + finishing
- Sporty cut with an electric razor + finishing
- Men's mixed haircut + blow-dry finish using half-brush

During hairstyling we focus on the following criteria:

- personal hygiene and image
- BOPZ
- expertise, proper handling of products and tools
- capturing of the latest fashion trends in the hair style

Time for practical implementation of the test for women's and men's hairstyle : 2,5 hours

NATIONAL OCUPATIONAL STANDARDS and PROFESIONAL TRAINING STANDARDS for hairdressing related qualifications in Romania

General Framework

The *European Qualification Framework* is a referral document for the *National Qualification Framework*, an instrument for the development and classification of qualifications in accordance with a set of criteria specific to different educational levels.

To ensure the relevance of qualifications, it is recommended that they are developed based on occupational analysis which results in *National Occupational Standards*. The Occupational Standards are developed by specialists with large expertise in the particular domain and are validated by the sectoral comities or (in their absence) by representatives of employers and employees unions, professional associations, authorities that regulate practices in that particular domain. Thus, on the basis of a detailed occupational analysis the competency units for a specific occupation are included into the Occupational Standards and for each competency unit the following details are given: title of the competency unit, competency elements, accomplishment criteria, evaluation guide, etc. *In Romania there are 2 distinct National Occupational Standards related to hairdressing: 1) for Barber and 2) for Hairdresser.*

By aggregating competency units specific to a small category of occupations a qualification is obtained. The competency units specific to one qualification is described in the *Professional Training Standard*. Each competency unit is then described: title of the competency unit, competency elements, accomplishment criteria, applicability conditions, evaluation methods, level of competency, credit system, etc.

In Romania, the relationship between the main occupational category and the levels of qualifications is described in the table below:

Main Occupational unit	Level 1	Level 2	Level 3
Hairdressers, barbers, makeup artists and others	<ul style="list-style-type: none"> • Worker in the human aesthetics and hygiene domain* • Barber • Manicurist, pedicurist 	<ul style="list-style-type: none"> • Barber-Hairdresser-manicurist-pedicurist* • Hairdresser 	<ul style="list-style-type: none"> • Hair stylist* • Make-up artist

* Marked you will see the qualifications for which there is an NVQ already developed.

To summarize, here you have the qualifications related to hairdressing and, for each, the referral competency frameworks

Qualifications	National Occupational Standard	Professional Training Standard	General Competency Level
Worker in the human aesthetics and hygiene domain	-	Yes	1
Barber	Yes	-	1
Barber-Hairdresser-manicurist-pedicurist	-	Yes	2
Hairdresser	Yes	-	2
Hair Stylist	-	Yes	3

For each of the above mentioned qualifications, trainings can be organized and accredited IF the training aims at developing all the competencies described in the Occupational Standard / Professional Training Standard and also respect the accreditation regulations from the National Council for Adult Continuous Education.

Provisions of Bulgarian NVQF and EQF

The education and training in hairdressing in Bulgaria is done under the Regulations of the National Agency for Vocations Education and Training (NAVET), issued by a specified Order of the Ministry of Education, called ORDINANCE № 9 of 5 February 2010 on the acquisition of Vocational qualification "Hairdresser/Barber".

These Regulations provide the number of requirements for the general and professional teaching of students in the specialized colleges and private centers, qualification and prequalification in such centers and during specialized courses.

Similar practice is set up by the National Chamber of Crafts that accepts the Certificates issued by the State Colleges and the licensed by NAVET Educational & Training Centers, but there are some criteria for acceptance and issuance documents of equivalence.

The state provisions accept for the time being 2 levels of qualifications in Hairdressing:

Level 1 – Being verified by a Certificate of professional qualification for a part of a profession, like Hairdressing, Barbers, Make ups etc. Such a document is obtained after training in a specialized center under the part of the program of NAVET. It's normally done in 2 modules and provides a separate certificated for each of them.

Level 2 – Being verified by a Diploma for professional qualification. That document is issued by the State professional colleges. It can be obtained by the specialized centers too as a

complete program education or as a continuation of previous training, which provided the Certificate of Level 1.

A number of Bulgarian professional training centers cooperate with their foreign partners and provide extra and updated teaching in the field, for instance:

- Academy Stephane works under the auspices University Stephane, France and equalized it's diplomas to Bulgarian NAVET requirements as well as to the France's ones.
- Eurostandard Center 28 is licensed by NAVET, but by the National Euro Pass bureau too and it issues the additional Certification of Euro Pass.
- VS Professionals Center and Top Beauty Center train in a number of professions, including Hairdressing as per NAVET and EU requirements qualifications frames. They provide documents accepted by EU partners.

In total 2 State Colleges and more than 100 professional training centers teach and train students and adults in the field of Hairdresser, Barber and Wig maker.

The Bulgarian NVQ standard correspond to the European levels 2 and 3, for instance:

Bulgarian certificate	BGQF	European QF
Certificate for professional qualification, module 1 level 1 level 1		
Certificate for professional qualification, module 2 level 1 level 2		
Diploma for professional qualification	level 2 level 3	

Standards and requirements for training under the programs for getting Level 1 or 2 of BGQF are strictly specified. They covered:

- General compulsory vocational training - standard for all professional fields
- Branch compulsory vocational training - one for all vocations From the professional field
- Specific to occupation "Hairdresser/Barber" compulsory vocational training

After graduation from a college or professional center the students obtain a wide range of theoretical and practical knowledge and skills, like:

- * Anatomy and human physiology.
- * Diagnosis of hair.
- * Materials Science Foundations in hairdressing.
- * Hygiene and disinfection in the workplace and hygiene at work.
- * Types of trim.
- * Technology discoloration and staining.

- * Technologies waving, washing and drying hair.
- * Cosmetic care health and beauty hair.
- * Dermatology in hairdressing.
- * Modern means of hairdressing procedures.
- * Thinking skills and individual approach in planning and implementation of appropriate type hairstyle.
- * Relationship of hairdressing profession with other sciences and humanities / psychology, ethics, hygiene, aesthetics, etc...
- * Professional communication.
- * Teaching and cosmetic products in hairdressing.
- * Use of Aromatherapy, Phytotherapy and Anti-stress therapy in hairdressing.
- * News in hairdressing for trimming, curling and drying hair.
- * Safe working conditions.
- * Decorative and special styles.
- * For getting the final study/course certificate the candidates passé special theoretical and practical examinations, covering all the range of the a.m. fields.

The NAVET sets precise criteria for those examinations, that are passed with scores more than 3/6 are:

- Theoretical examination criteria include:

1. Preconditioning and ethics of service
2. Preparation of hair
3. Technological performance of the manipulation
4. Wages and hygiene tasks
5. Technique occupational safety
6. Final manipulation
7. Pricing

All the items have equal weight in the final score, but item 3 is granted 40% from the total score;

- Practical examination criteria include:

1. Management and hygiene
2. Preparation of hair
3. Technological performance of the manipulation
4. Proper use of tools, supplies, materials, chemicals and others.
5. Accuracy in performing manipulation
6. Equipment Safety at Work
7. Final manipulation. Ethic of service

In that exam all the items have 10%, but items 3 is awarded with 30% and item 5 with 20% from the total final score result.

At the current time many institutions work in upgrading the NVQF in Hairdressing/Barbers in order to make them more affiliated with the EVQ Frames.

For instance the Bulgarian Association of Enterprises of beauty and health wants to develop a model for state requirements for training in the beauty industry – insisting the professional degrees to be four. The second stage will be the highest as it is now. Level third of capacity will give the right to teach. And those with the fourth grade will be allowed to run salon. Association has already spoken with the Sofia University there to prepare staff to create a school for hairdressing.

More than eight years the National Crafts Chamber issued documents relating to the craft skills that are not legitimate in the EU, but they correspond the VQF in Germany, because Bulgarian Chamber works in close relations and introduces all the practices and know-how of the German partners. In the absence of an organized craft training in line with European trends, the Education Act and the Vocational Training Law, there are discrepancies in the preparation of most hairdressers.

The good sounded fact is that the Chamber of Crafts accepts diplomas, issued by colleges/centers under NAVET program and criteria and equalizes them to the level of journeyman for the Diploma of Level 2 and apprentice in Hairdressing for Certificates of Level 1 (module 1 & 2).

The competition between the 2 trends in education, practicing and training, provides a good field for improving the final knowledge & skills of the professional in Hairdressing, but is for sure needs a final decision by the state authorities to regulate the business and avoid unfair practices.

Assessment of the existing Hairdressing content. Needs for content creation or possible future improvements in WP 5 and in next project proposals.

Investigation on Hairdressing training materials by BASD has proved their very high quality.

Needs for new content creation haven't been identified.

Some recommendations for improvement which are not significant will be described in the report.

Advantages of the Hairdressing Training materials identified:

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

The students and tutors contacted were **very positive** about the Hairdressing Training materials, where images are an essential part of the content; the Hairdressing Training website has accessibility issues and clear guidelines and this has helped ensure **the site meets disability requirements.**

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; **website covers the NVQ syllabus.**

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.

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 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.

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; shows a practical demonstration videos by providing clearer and more accurate illustrations of the angles; **Allows independent learning**, is a useful resource for support staff, links with assignment needs and fits into the melting pot of resources has the potential to develop interactivity, social skills, communications and building self-esteem; helps in the development of team building; participating in a theory session aimed to prepare the students for an impending

Knowledge Questions test, bringing together the skills and knowledge they had acquired over the course by drawing on both their practical and theoretical skills.

It was also felt that **the site enabled students to work at their own pace;**

the students 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.

Quicker and neater than writing; Makes tutor's work look better presented on word; Helps with word processing and pictures; Spell check, internet; Keeping all records and documents to extract information about 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 lots with work and spelling ICT and Communication skills exams.

Computers have to be in good condition.

Both Hairdressing Training material and the knowledge questions go together. All the questions can be answered;

The tests help key points to be remembered; quizzes at the end help test knowledge -

knowledge questions match the NVQ criteria; could complete the questionnaire online

a growing expectation from school leavers who have become accustomed to using technology in their learning and wish to continue.

Usually 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.

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 tutors are not always ready ready to meet this challenge** – should be encouraged in the case study colleges to explore e-learning materials and build them into their teaching.

Possible risks and recommendations

Terminology – risks

The HAIR.net team has to be sure that all partners “speak one and the same language”. The mismatch of terms used on the website with those used in the NVQs/SVQs – usage of different names for cuts; **It could be a problem during phase of translation of the learning content into national languages.**

Recommendations:

- 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;
- More attention to students with **specific learning needs eg dyslexic students**

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

- **More multi-cultural images.**
- Some parts of the materials **have too much text** and that they would like more images. 3D images and animations would help students complete the lessons and have
- **Resources and infrastructure should be available; interactive whiteboards; It could be a key problem in Slovakia, Romania and Bulgaria.**

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.

References:

- 1) Code of conduct “How to get along” – Guidelines for European Hairdressers (2001)
- 2) Covenant on Health and Safety, in particular the Use and handling of Cosmetic Products and their Chemical Agents (2005)
- 3) Booklet “EUC Hair – The European Hairdressing Certificates”, Leonardo da Vinci Project 2004-2006
- 4) “Bari Charter” (2007)

The European Hairdressing Certificate – guidelines for European hairdressers – the social dialogue programme of the EU:
http://ec.europa.eu/employment_social/dsw/public/actRetrieveText.do?id=10317