

**Diploma in Hair and Beauty Studies
Overview and Frequently Asked Questions**

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Frequently Asked Questions on the Diploma in Hair and Beauty Studies

Foundation Diploma**Topic 1.1 Introducing the Hair and Beauty sector**

Learners will be able to assess their skills, attributes and attitudes to see where they best fit in to the hair and beauty sector and its many associated areas; discovering and identifying the career opportunities and pathways to training, in association with industry requirements and expectations, and gain the skills necessary to present their findings. This topic will encourage learners to develop skills in independent enquiry, effective participation, communication, research and reflective learning.

Topic 1.2 Creating a positive impression

Learners will research and undertake surveys to discover and identify the importance and the lasting effects of what a 'first impression' makes; and the many factors that are involved in creating a positive impression, with the emphasis on the hair and beauty sector; but also more widely applicable to the world of work and in social interaction in a multi-cultural society. This topic will encourage learners to develop skills in independent enquiry, team work, communication and research.

Topic 1.3 Introducing hair styling

Learners will explore the many numerous factors that influence the choice of hair styling techniques and the cultural diversity and gender differences of hairstyles, and practice a limited range of basic techniques to straighten and smooth, curl and finger dry and finish the hair, whilst observing health and safety. They will also gather skills to enable them to manage the appearance and care of their own hair. This topic will encourage learners to develop skills in independent enquiry, team work, communication and reflective learning.

Topic 1.4 Introducing basic skin care treatments

Learners will explore and use a selected range of facial care products and practice basic skin care routines. They will discover the factors that influence different skin types, the basic structure of the skin, how facial beauty is perceived by the media and will obtain skills to allow them to manage their own appearance and the health of their skin. This topic will encourage learners to develop skills in independent enquiry, creative thinking, reflective learning, communication and team work.

Topic 1.5 Introducing basic hand and nail care services

Learners will explore basic techniques and use a range of hand, skin and nail care products, tools and equipment to help manage the appearance and health of their hands and nails, therefore appreciating the importance of this in relation to the hair and beauty industry in particular. They will discover the key factors affecting nail condition and health, and the basic structure of the skin and nails. This topic will encourage learners to develop skills in independent enquiry, creative thinking and reflective learning.

Topic 1.6 Personal appearance, style and wellbeing

Learners will investigate and discover the impact of lifestyle choices, such as nutrition, sleep, stress and anxiety, substance abuse, personal hygiene and wellbeing, and appreciate the effects they have on appearance, health and ability to perform effectively at work. They will research and undertake surveys to discover how their own personal appearance and lifestyle choices match those expected within the hair and beauty industry, and identify opportunities for change. This topic will encourage learners to develop skills in independent enquiry, reflective learning, team work, communication, creative thinking and research.

Higher Diploma

Topic 2.1 Safe and healthy working practices

Learners will gain an awareness and understanding of the importance and consequences of non-compliance of the key legal health and safety requirements for hair and beauty sector, appreciating their relevance to all employees. They will also investigate and appreciate the expectations for personal hygiene and dress code for the hair and beauty sector. They will also investigate safe and hygienic working practices including occupational hazards, safe disposal of waste materials, and recognition and avoidance of adverse skin conditions and musculoskeletal disorders. This topic will encourage learners to develop and strengthen skills in independent enquiry, self management, team work, communication, research, reflective learning and effective participation.

Topic 2.2 The world of hair and beauty

Learners will examine the impact that the hair and beauty industry has on social, economic and environmental issues around the world, looking at the design and manufacturing of products and the processes involved, and how media and other sources can influence decisions on purchases. They will have the opportunity to follow the supply chain of a product, from the design and development, right through to the final product, also investigating and evaluating the promotion and the impact of trends, fashion and celebrities have on the hair and beauty industry. This topic will encourage learners to develop and strengthen skills in independent enquiry, self management, communication, research, creative thinking and reflective learning.

Topic 2.3 The science of hair and beauty

Learners will discover the basic anatomy and physiology of the hair, skin and nails and appreciate the internal and external factors that affect their condition. They will explore how skin and hair analysis and testing procedures are carried out, how to undertake them and interpret the results achieved, and appreciate how light and heat can affect the delivery and results of certain treatments and services. They will also investigate a selected range of products and their ingredients used in basic skin, hair and nail products, and how they work. This topic will encourage learners to develop and strengthen skills in independent enquiry, self management and creative thinking.

Topic 2.4 Communication and client care

Learners will explore different basic communication skills and identify methods of developing those that will be necessary for building a successful career in any sector, but, in particular, in the hair and beauty industry. They will investigate and identify how to develop effective communication skills in order to build and strengthen relationships with colleagues and future clients, and recognise how the media communicates with the public, relating to hair and beauty sector. This topic will encourage learners to develop and strengthen skills in reflective learning, communication, self management, effective participation, creative thinking, independent enquiry and team work.

Topic 2.5 History of hair and beauty in society

Through the learners selecting one era of history to study, they will investigate and explore the history behind the hair and beauty industry and demonstrate how this has impacted on developments in technology and society. They will explore how key historical events and issues have influenced modern trends, identify key technological developments and the way that they have affected current services and understand how cultural and socio-economic factors affect the delivery and demand of hair and beauty services and treatments. This topic will encourage learners to develop and strengthen skills in independent enquiry, self management, creative thinking, effective participation and reflective learning.

Topic 2.6 Promoting and selling by professional recommendation

Learners will investigate and discover the basic aspects of selling and promotion of services and products by professional recommendation, appreciating the importance of these skills towards a successful business. They will explore the legislation relating to selling goods and services to the consumer, and the codes of practice and ethical considerations that should be followed. They will also experiment with the types of retail displays and advertising methods used within the hair and beauty sector to promote retail sales, and learn to recognise opportunities of opening and closing a sale. This topic will encourage learners to develop and strengthen skills in independent enquiry, self management, team work and communication.

Topic 2.7 Salon business systems and processes

Learners will have the opportunity to explore basic business systems through a salon reception, to include work scheduling, stock control, pricing, product and service promotion, retailing, handling payments, dealing with discrepancies, record keeping and customer care. They will identify the different communication skills involved in welcoming and taking leave of clients, and those involved in performing reception duties, such as handling face to face, telephone and electronic enquiries. They will also discover how a typical pricing structure is calculated using the prices of services and treatments, as a guide. This topic will encourage learners to develop and strengthen skills in self management, team work, ICT, communication, effective participation and creative thinking.

Topic 2.8 Exploring skin care and make-up

Learners will investigate how personality, cultural influences, race, gender, age and fashion trends can be expressed through skin care and make-up, extending any previous knowledge that they may have as consumers. They will explore a range of basic skin routines and make-up services, using a range of products, tools and equipment, and gain an understanding of the use and effects of selected facial salon equipment. Throughout the practical element of this topic, the learners will also demonstrate safe and healthy working practices. This topic will encourage learners to develop and strengthen skills in self management, creative thinking and team work.

Topic 2.9 Exploring hair care and styling

Learners will investigate how personality, cultural influences, race, gender, religious and fashion trends can be expressed through hairstyling, extending any previous knowledge that they may have as consumers. They will explore a range of basic hair care and styling services, using a range of products, tools and equipment. Throughout the practical element of shampooing, conditioning and styling, the learners will also demonstrate safe and healthy working practices. This topic will encourage learners to develop and strengthen skills in self management, creative thinking and team work.

Topic 2.10 Exploring hand care and nail art

Learners will investigate how personality, cultural influences, race and fashion trends can be expressed through hand, feet and nail art by exploring techniques of achieving different looks and extending any previous knowledge that they may have as consumers. They will explore a range of basic hand and nail care routines and experience an introduction to nail art, using a range of products, tools and equipment. Throughout the practical element of this topic, the learners will also demonstrate safe and healthy working practices. This topic will encourage learners to develop and strengthen skills in independent enquiry, creative thinking, self management and team work.

Advanced Diploma

Topic 3.1 Business location and design for hair and beauty

Learners will gain an awareness and understanding of, through research and evaluation, the factors influencing choice of business location, interior design of commercial premises and creating the desired image for a new or refurbished salon. They will explore a range of external professional services and related career pathways associated with the process of locating, acquiring and designing a salon, how to follow a design development cycle, and the necessity for adaptability and flexibility in reviewing and meeting targets. They will also create a mood board of themes and ideas, and draw a design plan of their salon, to scale. This topic will encourage learners to strengthen skills in independent enquiry, self management, team work, communication, ICT, mathematics, research, design principles, colour theory, creative thinking, reflective learning, research, evaluation and effective participation.

Topic 3.2 Event management for hair and beauty

Learners will research the steps of organising, promoting, researching the potential target audience and implementing a hair or beauty event, having identified a business objective and developed a marketing plan for the event. They will develop a storyboard to help with planning, lead and work within a team, work on their own initiative, co-ordinate other individuals, manage their own time, work within set budgetary restraints and show effective communication and presentation skills in the reporting of their findings and proposals for the event. This topic will encourage learners to strengthen skills in independent enquiry, self management, team work, effective participation, communication, creative thinking and reflective learning.

Topic 3.3 Product, research, design and development within hair and beauty

Learners will examine the global size, variation and growth of the hair and beauty manufacturing and retail sector, looking at social, environmental, ethical and economical issues that affect those businesses. They will explore how consumer requirements influence the design of products, how media can influence current trends and analyse statistical data on consumer spending. They will also discover the logistical process, supply chain, development and testing processes and marketing of products in the hair and beauty sector. This topic will encourage learners to strengthen skills in independent enquiry, self management, mathematics, reflective learning and creative thinking.

Topic 3.4 Exploring business management for hair and beauty

Learners will explore effective communication skills in order to strengthen relationships with colleagues. They will explore and identify leadership and management skills, and develop those that will be necessary for devising a training plan, supervising others and working within a team, monitoring and providing feedback, and organising and chairing a staff meeting. During this topic, learners will discover a wide range of leadership and management theories and techniques, with an emphasis on the hair and beauty industry, but will also provide transferable skills in other careers. This topic will encourage learners to strengthen skills in reflective learning, communication, ICT, self management, effective participation, creative thinking, independent enquiry and team work.

Topic 3.5 Exploring media and image within hair and beauty

Learners will investigate and evaluate a broad range of media approaches, and analyse and report on their effectiveness and the influence that they have on consumer spending power. Using the information gathered, the learners will then go through a research and planning cycle, developing a mood board to create a chosen physical image, and developing and utilising their practical skills in hairstyling and/or make-up and/or nail art to achieve the completed physical image. This topic will encourage learners to strengthen skills in independent enquiry, research, analysis, evaluation, self management, creative thinking, effective participation, team work, communication, ICT and reflective learning.

Topic 3.6 Exploring the world of spas

Learners will investigate and discover the development, diversity and benefits of spa concepts, locations, services offered and their target market, so appreciating the global size and variation of the spa industry. Learners will explore how socio-economic, environmental factors, lifestyle and chronic health conditions have influenced the growth and popularity of the spa industry. Learners will investigate and compare the benefits and efficacy of a range of spa and complementary therapies, offered within the spa environment. They will also explore the diversity of spa locations, the career opportunities within them, and the future for the spa industry and its potential for further growth. They will present their findings to an audience. This topic will encourage learners to strengthen skills in independent enquiry, research, analysis, self management, reflective learning, effective participation and communication.

Topic 3.7 Business enterprise, planning and finance within hair and beauty

Learners will investigate the risks and opportunities of running their own business and the enterprise and entrepreneurial skills they would need to succeed, measuring their own skills and attributes against identified entrepreneurs within the hair and beauty industry. They will also discover the processes involved in preparing a business plan, the laws and regulations that affect the hair and beauty industry, simple accountancy records, pricing strategies, how to obtain sources of finance and financial advice, and guidance for business start up and expansion. This topic will encourage learners to strengthen skills in self management, mathematics, ICT, communication, effective participation, reflective learning, independent enquiry and creative thinking.

Topic 3.8 Cosmetic Science

Learners will investigate how basic cosmetics are manufactured, have the opportunity of testing their ingredients, researching their effects and conducting tests on a cross section of retail cosmetic products marketed as similar in action to compare and evaluate the products' claimed beneficial effects, pH, price and value for money. The learners will also investigate, through scientific experimentation, how to manufacture their own basic cosmetics, following set recipes/formulae. Through his process they will be aware of basic chemistry, chemical reactions of cosmetic ingredients and the importance of legislation and regulation within the cosmetics industry. This topic will encourage learners to strengthen skills in self management, creative thinking, reflective learning, independent enquiry, communication and team work.

Frequently Asked Questions – Diploma in Hair and Beauty Studies

Why are the Diplomas being developed?

As part of the 14-19 reform programme, the Qualifications and Curriculum Authority (QCA), the Department for Children, Schools and Families (DCSF) and the Skills for Business Network (SfBN) are developing a new qualification – the Diploma. The Diploma is about learning in a range of widely applicable skills and knowledge, set within a ‘14-19’ context for a specified employment sector.

The Diplomas offer a unique blend of academic and vocational learning through an Applied Learning route. Applied Learning is acquiring knowledge and skills through tasks or contexts that have many of the characteristics of real work and is at the heart of the Diploma. The qualification, designed principally for 14 to 19 year-olds and agreed by the Secretary of State, will recognise achievement at Foundation (Level 1), Higher (Level 2) and Advanced (Level 3) levels and will be available for each of the 17 employment sectors. Hair and Beauty is one of these 17 sectors.

Diploma Development Partnerships	First Teaching
1. Information Technology	September 2008
2. Society, Health and Development	
3. Engineering	
4. Creative and Media	
5. Construction and the Built Environment	
6. Environment and Land-based	September 2009
7. Manufacturing and product Design	
8. Hair and Beauty	
9. Business, Administration and Finance	
10. Hospitality and Catering	
11. Public Services	September 2010
12. Sport and Leisure	
13. Retail	
14. Travel and Tourism	

On 23 October the Secretary of State announced plans to build on the success of the 14-19 Diploma programme by expanding the Diploma offer to develop a new set of subject-based Diplomas in Science, Languages and the Humanities. They will be offered from 2011.

They will have the same structure as existing sector based Diplomas, with the same combination of Principal Learning related to a particular subject area; generic learning delivering functional, and personal, learning and thinking skills; the extended project; and, additional and Specialist Learning allowing learners to either deepen their subject knowledge in a particular field or broaden their studies by taking other subjects they are interested in.

The new subject based Diplomas will be available across all three Diploma levels – Foundation, Higher and Advanced. They will be built from the best of existing GCSE and A level qualifications combined with specially-designed content, developed by a group of leading academics and employers.

All of the Diplomas will have the same rigour as GCSEs and A levels. But they will also offer Learners more coherent learning programmes combining breadth with opportunities to develop greater depth in particular subject areas. For example a Learner studying a Level 3 Science Diploma would have all the necessary science knowledge for studying medicine. The new subject based Diplomas would also enable Learners to develop the same personal, learning and thinking skills necessary for progression into FE, HE and work, as those choosing the sector based Diplomas.

15. Science	September 2011
16. Languages	
17. Humanities	

What are Diplomas?

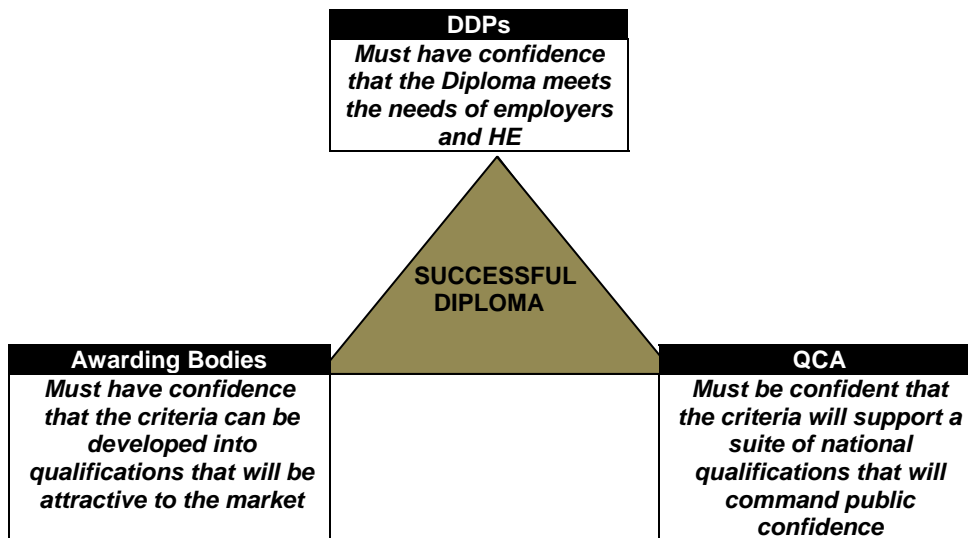
Diplomas will be qualifications that provide an exciting, stretching and relevant programme of learning for young people of all backgrounds and abilities. They will offer a real alternative to traditional learning styles through an imaginative, high quality blend of academic education and applied learning. The Diploma will contain pathways to accommodate a wide range of aspirations so that they will appeal to learners preparing for the most demanding university courses and to learners planning to enter the workforce directly from their Diploma studies. They will be suitable for young people who enjoy the challenge and stimulation of developing knowledge and skills in a real world environment.

How are the Diplomas being designed?

Employers, through the Diploma Development Partnership (DDPs), are in the lead in designing the Diplomas. The DDP for the hair and beauty learning line is being led by Habia (the Standard Setting Body for Hair and Beauty), bringing together employers, further and higher education institutions, schools and awarding bodies to help steer the development of the Diploma. Awarding Bodies will develop the qualifications in partnership with the DDP.

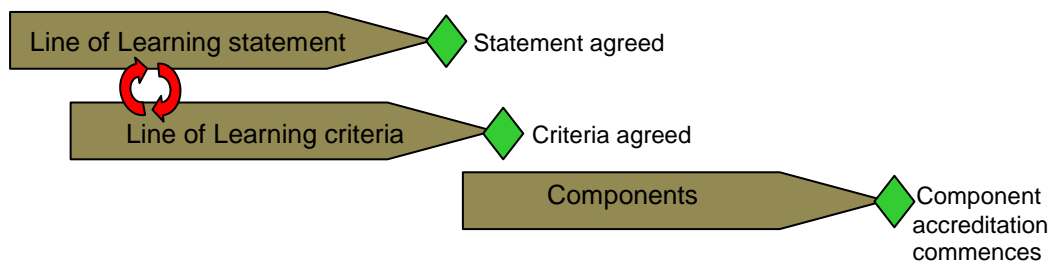
The Qualifications and Curriculum Authority (QCA) will be responsible for accrediting the Diplomas prior to them becoming available to be taught by schools, colleges and other providers.

In January 2007 the DDP was asked by the Diploma project board to form a DDP Quality Group. This group's primary aim was to facilitate the three-way lock of stakeholders and provide a clear steer on the detail and quality of the Diploma reporting to the DDP steering group.



The development process of the Diploma is made up of three distinct but iterative stages:

- The development of the statement for a Line of Learning;
- The development of the Line of Learning criteria;
- The development of components (qualification and units).



The DDP has developed a Companion Document to support the above three stages.

What is the Statement of Content and what is its purpose?

The Statement of Content articulates the purpose for a Diploma in a sector; specifies the sector needs and requirements; and provides the basis on which the Line of Learning criteria can be developed.

The Principal Learning component contains the mandatory topics that will be covered in the final Diploma qualifications created by Awarding Bodies. At Foundation and Higher Diploma level there is a balance between broad topics and more focussed topics based around selected practical hair and beauty techniques. The broad topics seek to place the sector in a wider context by exploring, for example, perceptions of image and beauty, or cover topics such as client care or basic communication skills. Advanced Diploma level allows learners to study the global size, variation, growth and complexity of the of the hair and beauty sector as a whole; introducing a range of management and business concepts, knowledge and skills in a hair and beauty context, so providing a clear platform for learners to progress into employment or higher education. Access to technical skill will be through the Specialist Learning component. The additional and Specialist Learning component allows learners to pursue additional National Curriculum subjects or topics from other Lines of Learning, or to specialise in topics from one or more industries in the hair and beauty sector. It is here that learners can choose topics that develop their interests, perhaps leading to a particular career pathway in the sector.

What is the Criteria Document and what is its purpose?

The Line of Learning Criteria Document and the overarching criteria are the regulatory tools which will be used by QCA to accredit units and/or qualifications and they also provide the requirements against which Awarding Bodies will develop their units and/or qualifications for the Diploma.

What is the Companion Document?

The Companion Document contains information to support the Line of Learning Statement and provides guidance to support the Criteria.

It is Habia's intention to constantly update the Companion Document to incorporate additional information obtained through consultation with all stakeholders. The development of this document is an iterative process and will be constantly developed alongside Awarding Bodies developing the Diploma qualifications.

This will have no regulatory status; however, the Companion Document will contain detailed analysis and findings from consultation and reflect the conclusions drawn from all the stakeholders who have been involved in the development of the Diploma.

What are the components?

These are qualifications and/or units submitted to QCA by Awarding Bodies for accreditation as part of the Diploma.

When will these documents be available?

The Final Statement of Content is available on the Habia website – V10 dated 31 July 2007.

The Criteria Document is available on the Habia website – dated July 2007.

The Specialist Learning document is available on the Habia website – V 3.0 dated 31 July 2007.

The first draft of the Companion Document is available on the Habia website http://www.habia.org/news.asp?PT_ID=288&strPageHistory=cat

What will the Diplomas look like?

Diplomas will be available at Foundation (Level 1), Higher (Level 2) and Advanced (Level 3) levels. In terms of workload and achievement, Foundation Diploma will be equivalent to 4-5 GCSEs, Higher Diploma to 5-6 GCSEs, while the Advanced Diploma will be equivalent to 3 A levels.

Diplomas at all levels will incorporate:

Principal Learning - this will develop knowledge, understanding and skills relevant to a broad economic sector, using realistic contexts and leading edge sector relevant materials.

Additional/Specialist Learning - this will allow learners to tailor their programme according to their interests and aspirations. This may include further specialisation within a sector, or additional complementary studies including GCSEs.

Generic Learning - this will ensure that all Diploma learners cover common generic skills which are relevant to successful learning and future employment. This includes personal,

learning and thinking skills, an extended project and Maths, English and ICT. This generic learning will often be embedded across the Principal Learning of the Diploma.

Diplomas may contain GCSEs or A Levels or units from them, where these are relevant, along with applied learning that will provide young people with first-hand experience and insight into the world of work and a broad based understanding of one or more sectors. Diplomas will include 10 days' mandatory work experience.

Potential Pathways at 14-19



What will the Diploma in Hair and Beauty Studies contain?

The Diploma in Hair and Beauty Studies will combine a range of generic and specific theory, knowledge and practice, related to employment within the hair, beauty and related industries to steer learners down an **applied learning** route. The design will help to prepare and enable young people make choices and access a range of careers and occupations across the sector appropriate to their interests and competencies at various stages of the Diploma e.g. opportunity to enter apprenticeships or higher education. The overall aim is to open doors, to create life chances and to place value on lifelong learning and creativity.

The content of the Diploma in Hair and Beauty Studies has been developed, with significant input from industry through industry forums, wider consultation events and the Habia website and talkboards. The sector coverage within the Diploma is extensive with clear routes into complementary sectors allowing learners to peruse a variety of career pathways, these include: Hairdresser, Beauty Therapist, Spa Therapist, Nail Technician, Receptionist, Salon Manager, Barber, Trichologist, TV and film Hairdresser/Make-up artist, Manufacturers Technician.

Running through the sector specific learning are common employability skills identified by employers as needed for development of a successful career in the hair and beauty sector.

They have been grouped under ten key headings.

1. Willingness to Learn
2. Teamwork
3. Flexible Working
4. Customer Care
5. Positive Attitude
6. Personal and Professional Ethics
7. Self management
8. Creativity
9. Communication Skills
10. Leadership

These have been mapped to key personal learning and thinking skills identified by QCA and have been embedded within the content of the Diploma.

How will we make sure that the Diplomas are right?

Diplomas must be of the highest quality in both content and delivery. This means learning lessons from early delivery and making refinements for the future.

When will the Diplomas first be taught?

Some schools and colleges will begin teaching the first five Diplomas in 2008 with the Diploma in Hair and Beauty Studies being introduced in 2009. The first 5 Diplomas will be available for teaching from September 2008 and from 2015, a statutory entitlement means that any 14-19 year old will have the right to take any of the Diploma courses wherever they are in the country.

Will all Diplomas be available at all schools and colleges?

No – but from 2015, arrangements will be in place to ensure that young people in England can take any Diploma they want – even if it is not provided at their school.

Not all schools and colleges will be able to begin offering the Diplomas from 2008 and it is unlikely that any one school or college will be able to offer all 17 subject areas. Schools and colleges are therefore being asked to form consortia in their local area and to submit expressions of interest in offering Diplomas.

This means that if a young person wants to take a Diploma which is not offered at his or her school, there will be arrangements in place to ensure that a nearby school will be able to help.

What are the next steps for schools and colleges?

Schools and colleges need to consider now what this will mean for them.

DCSF acknowledge that not all schools and colleges will be able to offer the first 5 Diplomas in 2008. Therefore they will require those schools and colleges wishing to deliver Diplomas from 2008 to pass through a Gateway Process where their capacity to deliver against a number of criteria will be assessed. This will enable them to identify which providers can offer the Diplomas from 2008 and ensure that they have access to the necessary support. This process will be repeated in 2009 and onwards for the Diploma in Hair and Beauty Studies.

When will the final content and assessment requirements be available to schools?

QCA will be working with Awarding Bodies to finalise content and assessment requirements. This work should be complete in 2008 and will be listed in the Diploma

Directory. This will be completed again in 2009 for the second phase of the Diplomas. More information is available on the QCA website - www.qca.org.uk

What will happen if there is a huge interest from schools – will there be a limit on places?

Applications for places to be provided on each Line of Learning will be allocated through a local Gateway process which will take into account levels of demand and local labour market needs.

Please see the Gateway section of the Diploma on the Habia website for further information

http://www.habia.org/news_article.asp?numRecordPosition=3&P_ID=871&strPageHistory=cat&strKeywords=&SearchFor=&PT_ID=227

Will funding be directed away from other provision to Diplomas?

The White Paper set out a system with three main options for learning style and subjects - GCSEs and A-levels; the applied work-related Diplomas and the work-based Apprenticeships. Over time it is likely that funding for Diploma education will focus on GCSEs, A' levels, Diplomas and Apprenticeships, but before any changes are made to funding of other qualifications, the current priority is to build up the high quality work-related provision and pilot the Diplomas.

How will Diplomas prepare a young person for University as well as work?

The Diplomas are being designed as multi-purpose qualifications with clear progression routes to higher education and to employment. The Diploma Development Partnerships are working closely with Higher Education Institutions to ensure that, at Advanced Level, the Diplomas are able to develop and test the range of academic knowledge and aptitudes necessary for success on the most demanding university courses. Diplomas may also include stretch content for the most able Learners, for example allowing options for Level 4 (undergraduate) content within a Advanced Level Diploma. There will also be options for learners who prefer to enter the workforce directly from their Diplomas.

Whatever options a learner chooses, they will benefit from the holistic approach of the Diploma, including the personal, learning and thinking skills development, the project extended at Advanced Level, the functional skills in Maths, English and ICT and the support of an Individual Learning Plan.

Will universities recognise the Diplomas?

We are developing grading criteria for Diplomas and confirmation of how UCAS points will be awarded.

How do existing 14-19 qualifications fit with the Diploma?

Employers, Higher Education representatives and Awarding Bodies are highly involved in the development of Diplomas, in order to ensure that they form a coherent learning package for young people which cover the skills, knowledge and attributes needed for entry to employment or to further or higher education. In time, they will be widely recognised by everyone and we expect that they will be taken by large numbers of young people. The process of creating a Diploma requires a review of existing qualifications and the Diplomas will include these (or units from them) where they meet employer and HE requirements.

Who is going to deliver the Diplomas?

An Assessment Strategy has been developed within the Companion Document. Sector specific modules will only be delivered by people who are occupationally competent. Usually this will be using staff from the college or a learning provider that is collaborating with the school, as happens with current arrangements under the Increased Flexibility Programme.

Where will the Diplomas be delivered?

Some schools are working with local colleges and learning providers to fit salons into school premises and bring partner's staff into the school. However, most arrange for Learners to be transported to the local learning provider.

How will it be decided whether a Learner starts on a Foundation Diploma or a Higher Diploma?

This will be based on a school assessment of the Learner's capability, working with their partners.

Won't all these Learners come out thinking they are hairdressers or beauty therapists?

All marketing and support materials will emphasise that they will **not** be competent after completing a Diploma. It will be made clear to learners and employers that further training and assessment will be needed to move from the Diploma which is a preparation for work qualification, to a job ready qualification such as an NVQ.

Should learners do all 3 levels?

At each level the Diploma in Hair and Beauty Studies is designed as an individual qualification and it is not necessary to complete a Foundation Diploma before a Higher Diploma or a Higher Diploma before an Advanced Diploma. Learners will be able to select which level Diploma suits them best:

Foundation	:	equivalent to 4-5 GCSEs at grades D-G
Higher	:	equivalent to 5-6 GCSEs at grades A*-C
Advanced	:	equivalent to 3 A levels

Learners must be aware that the Job ready route, NVQ level 3, is the recognised qualification for entry into the hair and beauty industry. Any learner completing the Diploma will need to achieve a job ready qualification after completing a Diploma.

What is a Progression Diploma?

A Progression Diploma, equivalent in size to two A levels, will also be available. It is envisaged that most learners wanting a Level 3 qualification will do the full Advanced Diploma, with the Progression Diploma being primarily for those who do not have time to complete the full Advanced Diploma.

What is the potential take-up of Diplomas?

It is hoped that the more able learners would progress straight to a Higher Diploma and some learners may opt to do an Advanced Diploma after GCSEs as an alternative to A levels.

Some learners who do not respond well to traditional academic courses may respond well to applied learning and excel on a Foundation Diploma and then progress through to a Higher Diploma, an Advanced Diploma and onwards.

Can Learners move from Diplomas to other qualifications?

Yes. Learners have great flexibility in the qualifications they can choose. They could take a Higher Diploma followed by A levels or a Diploma in another line of learning, or GCSEs followed by an Advanced Diploma. Advanced Diplomas will be accepted by colleges and universities and Higher Diplomas will be accepted for learners wishing to take an Advanced Apprenticeship.



Preparation for Work Qualifications

These qualifications show academic achievement and capability, but do not centre on vocational skills. The learner will need to be supported on the job and be given additional training and experience to enable them to become job ready, but will still have a solid practical and academic foundation.

Job Ready Qualifications

Qualifications that certify proven competence on the job, or in a closely monitored, realistic working environment. Learners will show they can consistently work to the relevant National Occupational Standards for the job.

What is the difference between a Diploma and an Apprenticeship?

Diplomas are being created to introduce young people to a sector and give them a wide set of skills and knowledge that means they are prepared for further training and development in a range of industries, or the labour market more generally. A young person who has completed an Apprenticeship will be fully skilled and competent in a particular job, or closely related jobs, as well as having the generic skills necessary for success in employment.

Although Diplomas and Apprenticeships are separate distinct qualifications, young people will be able to progress from a Diploma into an Apprenticeship with the benefit of introductory knowledge and skills relating to the sector.

Will 14-16 year olds be able to do massage and other treatments which involve physical contact?

The Topics have been written with restricted ranges to cope with this e.g. massage is restricted to head and shoulders, arms and hands and gender of the model is not specified. Normal levels of supervision will provide added reassurance.

Will learners under 16 years old be allowed to use hairdressing scissors?

Yes, it is fine for use on mannequin blocks. Learners are used to using scissors, craft knives etc in CDT and catering under appropriate supervision.

Will learners be able to do the shaving?

Shaving is most likely to be undertaken by Learners over the age of 16. The local byelaws and national guidance will have to be followed, as for learners on work based learning or full time programmes.

Will the content have to be used by Awarding Bodies in the same way as NOS has to be used in NVQs i.e. unchanged?

The content of the Diploma will be as detailed in the Statement of Content and Criteria Documents this may be re-packaged or chunked by Awarding Bodies on the development of the components.

How are Guided Learning Hours (GLH) calculated?

Proposed GLH are based on estimates from the Expert Working Group. They are in multiples of 30 hours following guidance from QCA.

These have been used to generate the Statement of Content and Criteria Documents and these will be developed further by the Awarding Bodies on component (Qualifications) development.

Are Guided Learning Hours a combination of contact time and self study?

Yes.

Are Guided Learning Hours fixed?

GLH are an estimate of the time that an average learner would need to complete the Learning Outcomes. Some will take longer and some less as in any mixed ability class and teaching staff will cope with this in the usual ways.

Will simulation be allowed?

Yes – there will be an Assessment Strategy for Diplomas which will include criteria for Realistic *Learning* Environments. Delivery and assessment guidance is also given in the Companion Document.

Who should do a Diploma?

The Diploma in Hair and Beauty Studies is intended for learners of all abilities who want to find out more about the hair and beauty sector as a whole and experience generic skills and knowledge, without committing themselves. The Diploma also allows learners to develop a range of transferrable skills.

Because of their unique design, Diplomas are equally suitable for the most able Learners who find the existing education system does not suit them: for those who want to go straight into work after leaving school and learners who would like a route into higher education with a hair and beauty bias.

The Diploma at every level is designed to serve a variety of entry and progression routes and to avoid narrowing learners' options. At every level the Diploma will provide achievers with a range of options both for continuing full time education or entering employment, within or outside of the hair and beauty sector.

Diplomas plus Additional/and or Specialist topics/units, allow learners at all levels to select units from within the Hair and Beauty sector to further depth and from outside of the hair and beauty sector to add extra breadth to their learning.

All learners will benefit from the holistic approach of the Diploma, including the personal, learning and thinking skills development, the project (extended at Advanced Level) and the functional skills in Maths, English and ICT.

Why and how should employers support the Diplomas?

There are many ways in which employers can help support Diplomas, some of which can benefit businesses as well as young people:

- sharing expensive equipment (making it more affordable for both a business and school or college to benefit from the latest technology);
- providing work experience placements (giving employers access to the ideas of young people, an opportunity to help identify and recruit future staff and a chance to say they are putting something back into the community);
- working with schools and colleges to develop curriculum and/or train teaching staff;
- visiting schools and colleges to talk about their sector or demonstrate activities and equipment;
- allowing learners to visit their workplace.

How will we ensure quality?

Diplomas are being developed with input from a wide range of stakeholders, including employers and a range of education providers. To learn lessons from early delivery and make refinements for the future, each set of Diplomas will be subject to three years of evaluation. To ensure delivery standards schools, colleges and other providers that want to deliver the Diplomas must apply as consortia and pass an approval process which assesses them against criteria such as capacity to provide suitably qualified teachers, engagement with local employers and access to specialist equipment.

How will work experience be provided?

It is important that young people have some exposure to the real workplace in order to develop an understanding of what is required of them in that environment. For Diploma learners a minimum of ten days work experience will give them an opportunity to use and supplement some of the skills developed in school and college.

Ideally work experience will give Diploma learners an insight into the real world of hair and beauty.

A lot of employer support is need to provide Diploma learners with 10 days' work experience, ideally in an hair and beauty context. Current work experience programmes need to be built upon: there are currently half a million work experience placements a year for 14-16 year olds and 350,000 of these are arranged by Government-supported brokers (Education Business Partnerships and Trident).

I was involved in the Wider Consultation Events for the Diploma - what has happened to the information from these events?

A report from the event and subsequent wider consultation events is available on the Habia website

http://www.habia.org/news_article.asp?numRecordPosition=8&P_ID=839&strPageHistory=cat&strKeywords=&SearchFor=&PT_ID=278. The results from the events have been refined and analysed by Habia and presented to the DDP Quality Group and DDP Steering for comment and advice, subsequently the structure and content of the Diplomas have been amended and presented to the specially convened joint Hair and joint Beauty forums again for advice, comment and agreement.

How can I find out more?

More information on Diplomas can be found at:

<http://www.habia.org>

<http://www.dfes.gov.uk/14-19>

Specific questions should be forwarded by using the Diploma Talkboard on the Habia website.

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