

**HABIA
SQS ACTION PLAN: ENGLAND
SECTOR QUALIFICATIONS STRATEGY ACTION PLAN FOR THE HAIR AND BEAUTY SECTOR**

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Contact:	Andrew Darby – Deputy Chief Executive
Date:	29.06.09
Document version:	V9
Replaces previous document(s):	V8
Status	Final
Distribution	UKCES + Web
Action:	Updated June 2009 with changes shown in italics

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1 INTRODUCTION

This document summarises the Habia vision for the future of qualifications, learning provision and policy direction across the whole of the Hair and Beauty sector in England over the next 5 years and the actions needed to achieve that vision. The document is structured on these three themes and will enable readers to gain an overview of the actions planned by Habia and others to turn this vision into a reality.

There are detailed action plans for each of the four nations setting out our intentions. Achieving many of these intentions is dependent on obtaining sufficient resources to carry out the actions. Each document will be reviewed at least annually.

The Action Plans are based on extensive research and consultation in the sector, drawing on the views of employers and learning providers, and information from Habia and Government data. Our thanks go to all who contributed.

More detailed information and supporting evidence for the need for the actions described here, are contained in the Key Documents listed in Annex 1 at the end of this document and are available for free download from the Habia website www.habia.org under Downloads.

All SSC/SSB SQS Action Plans were updated in June 2009 to bring them in line with each other. This has involved updating the actions in each table and Annex 4 which details the progress towards development and introduction of sector qualifications into the Qualification and Credit Framework.

SQS PART A

1 SCOPE

This action plan is designed for use by four main audiences:

- Habia - directors, forums, members and staff
- Hair and beauty sector demand side - Employers, employees and industry associations;
- Hair and beauty sector supply side - Learning providers, educators and learners; manufacturers and suppliers; awarding bodies
- Government and its departments and agencies

2 METHODOLOGY

The SQS Action Plans are based on the Sector Qualifications Strategy agreed with stakeholders and approved UKCES in October 2008. This strategy is based on the outcomes of research and consultation conducted by Habia, most recently in collaboration with SkillsActive for completion of Stages 1-3 of a Sector Skills Agreement for the Hair and Beauty sector, albeit scaled down to meet the resources available. Stages 4-6, which involve close consultation and negotiation with relevant agencies around the UK to agree how to address Skills Gaps and Weaknesses, were not part of the project funding. The SQS Action Planning and Implementation phases, has enabled Habia to consult with key stakeholders on the actions needed to deliver the strategy.

A consultation plan was developed to reach the stakeholders below through face to face meetings. The draft action plans were also made available through the Habia website for download and publicised to the Habia membership.

Industry Stakeholders consulted:

- Habia Board members
- SkillsActive representatives
- Chairmen of Habia Industry Forums
- Habia Awarding Body Forum members
- Industry Forums for each industry – hairdressing, barbering, African Caribbean, beauty, nails and spa and the UK Council

Agencies and other stakeholders consulted in England:

- Association of Colleges (AoC) and Association of Learning Providers (ALP)
- LSC
- Ofsted
- UKCES

Consultation work was completed by Habia in-house staff mainly allocated between Andrew Darby, Deputy Chief Executive, Jane Goldsbro, Director for Standards and Qualifications and Elaine White, Senior Development Manager (project manager).

Following the consultation, the Action Plans for each nation were refined prior to discussion at the Habia Awarding Bodies Forum and the Habia UK Council before submission to UKCES.

3 SUMMARY OF OUTCOMES

The Qualifications Strategy Action Plans for the Hair and Beauty Sector are derived from recent research in collaboration with SkillsActive, to draw together sector information from Habia Employer Skills Surveys and new sources of Government data. This activity covered Stages 1-3 of the SSC Sector Skills Agreement process and provided the basis for completion of the Sector Qualifications Strategy for the Hair and Beauty Sector and Action Plans for each nation that describe the priorities and actions for delivering the sector's vision for the future of skills and is structured around three themes:

- A - Vision for Sector Qualification Requirements
- B - Vision for Learning and Qualification Delivery
- C - Vision for Policy and Funding

A Vision for Sector Qualification Requirements

Our **National Occupational Standards** form the basis for all sector qualifications, learning frameworks and learning delivery. Our National Occupational Standards are derived from regular, robust research and analysis of the sector's employment and skill needs by effective employer engagement.

Habia is working to ensure there is a full range of **industry recognised qualifications** covering the employment, career pathways and skill requirements of the hair and beauty sector from pre-entry to doctorate level, demonstrated by Habia approval or support on behalf of the sector and accreditation to the qualification and credit frameworks across the UK, where relevant. The approval of processes for qualifications need to be reviewed to ensure they continue to be transparent with identified and clear roles, responsibilities and procedures, meeting current regulatory requirements.

Qualification criteria need to be agreed that will contribute to all users having a clear understanding of the purpose and status of the qualification that is about to be undertaken or that is held by a job applicant. In particular, as to whether the outcome is an individual who is capable or one who is competent.

Where work based learning is not available, the criteria for **realistic working environments** in learning provider premises and their verification need to be rigorously enforced to raise the level of commercial skills. Learners are encouraged to develop and maintain all their skills throughout their learning programme.

The sector wishes to see continued influence on the reform of 14-16 provision because it will have a major impact on appropriate **recruitment** into the sector, improving **retention** and helping **raise the professionalism** of the sector in the medium to long term. A wider range of recruitment sources needs to be used to include greater numbers of older workers, males and recruits from programmes such as the Foundation Learning Tier, to maximise the pool of potential recruits and help address recruitment issues. The sector wishes Habia to explore the use of Electronic Skills Passports (ESPs) for learners and employees as an aid to recruitment and retention.

A priority for the hair and beauty sector is to become more widely recognised for its **professionalism** and to be held in higher esteem as a career choice in the UK as it is overseas. To do this **a new Level 3 qualification** for apprentices needs to be developed and accepted in Hairdressing and Barbering industries as the professional level for practitioners as it is in the Beauty Therapy industry. There are ongoing concerns about policy on **key/core/essential skill** (literacy, numeracy, ICT) requirements for apprenticeship frameworks in each nation, which continue to present a barrier to retention and achievement.

The Beauty industry needs to introduce an ‘improver’ status for newly qualified therapists to ensure a confident and capable transfer of skills and techniques into the workplace; **professional registers** for other industries in the sector should be explored, building on the existing state register for hairdressers and SkillsActive’s Register of Exercise Professionals; **CPD** recognition programmes need to be reviewed and standardised for the whole sector.

Managerial and business skills gaps and higher level technical skills gaps above Level 3 need to be addressed through a range of non-accredited, short courses and sector related higher education programmes.

B Vision for Learning and Qualification Delivery

Employers want to see continued improvement in the **quality of delivery and assessment** so the skills of learners meet their needs. In particular the ability to perform technical skills at commercial speed, with the associated range of soft skills needed to work productively and safely. This needs to include the employability skills valued by the sector, especially customer handling/communication skills. Skills learnt and achieved early in new entrant learning programmes (particularly full time college based programmes) must be maintained through to the point where learners present themselves for employment. All learning provision needs to give a clear understanding of how an individual contributes to the financial viability of a business, as well as their own earning capacity.

Habia will continue to influence, promote and support relevant **quality assurance** and recognition schemes and initiatives operated by inspectorates, awarding bodies, funding partners and regulatory bodies across the Four Nations to ensure that learning providers offer a high quality service to all learners and employers, using a range of delivery methods, including ICT.

CPD for the learning provider workforce needs to maintain up to date technical and teaching skills, combined with current commercial understanding of the sector, needed to produce job ready new entrants and to enable the existing workforce to update and develop their skills. Habia will explore how this can be supported through the development of a Hair and Beauty **National Skills Academy (NSA)**, connecting and managing an integrated national network of centres of excellence across the UK.

C Vision for Policy and Funding

Habia needs to work with SkillsActive to ensure that the needs of the Hair and Beauty Sector are recognised, taken into account and addressed in all **policy** developments related to skills. In particular, that there is a fair and sufficient public investment of funding contributions to addressing the skill needs of learners and employers in the Hair and Beauty sector across the UK, in terms of both **funding rates, allocation of places and eligibility** to access government support.

Of major concern is the need to increase the **number of contact hours** for new entrant learners on post 16 “full time” government funded college based programmes from as low as 12 hours per week to a minimum of 21 hours per week contact time for sector related learning supervised by an industry expert.

4 PARTNER ENGAGEMENT AND WORKING ARRANGEMENTS

Industry and Learning Providers

Habia has worked with its industry and national forums to research, develop and approve this Sector Qualifications Strategy. Habia forums include representation both employers and learning providers and representatives from the following industry organisations: Hairdressing Council, National Hairdresser's Federation, Guild of Hairdressers, Association of Hairdressers and Therapists, Association of Therapy Lecturers, British Association of Beauty Therapy and Cosmetology, Hair and Beauty Suppliers Association, Association of Nail Technicians, Spa Business Association, British International Spa Association, Ethnic Hair and Beauty Association, Freelance Hair and Beauty Federation, Federation of Holistic Therapists.

Representatives from all six sector industries (Hairdressing, Barbering, African Caribbean Hair, Beauty Therapy, Nails and Spa) meet to advise Habia on its activities and to monitor progress of its work through industry forums that meet at least twice per year. Habia maintains forums in each nation to operating under the same remit but specific to that nation and to contribute to the UK Council. The Habia UK Council comprises the chairmen of all forums, including those from Wales, Scotland and Northern Ireland, and Directors, and is ultimately responsible for monitoring the implementation of the SQS Action Plan.

Government and Other Stakeholders

Ofqual and the LSC were involved in the consultation in England and will continue to be engaged in dialogue over relevant actions.

Our SSC partner, SkillsActive, has supported the development and content of the strategy and SQS Action Plan. UKCES has commented on the strategy to ensure it is fit for purpose and all comments have been taken into account. Habia held a meeting with the Lead Inspector from Ofsted for the Hair and Beauty Sector.

Awarding Bodies

Habia and its predecessor organisations have worked with sector awarding bodies in the development of qualifications for the Hair and Beauty sector for more than two decades, and much of the credit for high take up can be attributed to the success of this dialogue. This collaboration will continue to be a feature in taking forward the sector's Qualification Strategy. Habia will continue to work with all sector Awarding Bodies on publically funded activities and through service level agreements for work outside this, within the requirements set by UKCES and the regulatory bodies for standards setting bodies.

Habia co-ordinates work with Awarding Bodies through one to one dialogue and collectively through regular sector Awarding Body Forum meetings. The following awarding bodies are members of the forum: City & Guilds, CIBTAC, Edexcel, ITEC, SQA, and VTCT. The forum has contributed to the development of the sector's Qualification Strategy and the SQS Action Plans and will continue to contribute to their implementation and monitoring.

Recent examples of collaborative work include agreeing one set of evidence requirements for all Awarding Bodies, the NVQ/SVQ Assessment Strategy for the revised hair and barbering NOS; content for Skills for Work in Hairdressing for Scotland and the development of the Diploma in Hair and Beauty Studies. Habia view the Awarding Body Forum as a fundamental part of effectively implementing the sector's Qualification Strategy in a co-ordinated manner.

New Priorities

New priorities will be negotiated with relevant stakeholders as they arise, and incorporated in the business plan and SQS Action Plan following established procedures as resources permit.

5 RISKS AND ASSUMPTIONS

This action plan has been written on the assumption that there will be continued funding support to Habia from UKCES and other agencies for implementation of key actions. If this is not the case then each action will be reviewed against sector priorities and available resources allocated accordingly. Habia will continue to work with the UKCES, its SSC partner, SkillsActive, the Alliance of SSCs and the SSB Group to maintain funding streams for essential activities.

Considerable effort will be needed to keep the action plan up to date to take into account the usual evolution in Government policies, compounded by the need for initiatives to respond to the recession. Of particular concern is the lack of clarity and consistency in QCF policy. The sector is unsure of the added value of some of the proposals that may lead to a growing separation of sector defined NOS from qualifications, and to a plethora of new qualifications and learning programmes produced under different quality regimes. To mitigate this risk, Habia will continue to work hard to encourage and co-ordinate co-operation between sector awarding bodies to meet sector needs and to engage employers in developments.

Habia is optimistic that Government and its agencies will continue to engage in open dialogue demonstrated in the development of the action plan. However, there continues to be a risk that the hair and beauty sector will remain a low priority compared to other sectors with lower involvement in skills initiatives and that are deemed to be of more importance to the economy. Habia will continue to lobby to persuade Government and its agencies of the contribution that the

sector makes to employment, entrepreneurship (particularly by women) and broader educational attainment.

Similarly there is a risk that as a Standards Setting Body and not an SSC, Habia will not be automatically included in the range of communication channels open to SSCs. To mitigate this, Habia will continue to engage with Government and its agencies both directly and via its SSC partnership, SkillsActive, via the SSB Group, through collaborative working with the Alliance of SSCs, and other partners such as learning provider organisations and awarding bodies.

6 MONITORING ARRANGEMENTS

The Habia Standards and Qualification team will be responsible for agreeing implementation of the SQS Action Plans with each nation and sector Awarding Body, and for their subsequent progress monitoring, depending on the funding available. The Senior Development Manager in the team will evaluate progress regularly and report on these and all other aspects of the strategy to Habia Industry and National Forums (which meet at least twice each year), the Board of Directors (which meets four times per year) and the Habia UK Council at the AGM. Depending on the development of further links with SkillsActive this may also be done in conjunction with our SSC partner.

Commercial sensitivities will be observed in the evaluation and reporting of eg awarding body data. Communication to the sector at large will be via the Habia website Habia News magazine and industry /national forums.

The latest SQS Action Plans will be published on the Habia website and on the UKCES online system when it becomes available to Habia.

ENGLAND Theme A: Sector Qualification Requirements

SQS Outcome A1: National Occupational Standards Developments

National Occupational Standards form the basis for all qualifications, learning frameworks and learning delivery and are derived from regular, robust research and analysis of the sector’s employment and skill needs.

Industries: All

No	Outcome	Actions	Who	When	Status
A1.1	Habia is effectively engaged with employers in England and able to monitor skill and qualification needs.	a. Consolidate membership of the Habia Forums <ul style="list-style-type: none"> Contact existing forum members to confirm continued commitment to forum meetings. Implement constitution to maximise full forum meeting attendance. Formalise procedure for correspondence members. Ensure contribution of correspondence members by advising of forum meetings, issuing papers and inviting distance participation and feedback. Review Forum structures to introduce sub-committees for specialist areas eg qualification approval, funding model development. Consider specific meetings for learning providers in association with ALP/AoC. 	AD Forum Chairmen JG ALP, AoC	Sep 08	In progress
		b. Expand forum membership <ul style="list-style-type: none"> Target leading employers of all sizes of business. Identify and approach individuals who work as learning providers but who are also commercial practitioners/have other industry links for forum membership. 	AD Forum Chairmen	Sep 08	In progress

	<ul style="list-style-type: none"> Engage support from learning providers to set up and lead local correspondence groups, supported by FE Framework for Excellence guidance. 			
	c. Engage with a wider group of employers and industry stakeholders:			
	<ul style="list-style-type: none"> Persuade learning providers to sign up to pass on information to employers not likely to sign up to Habia membership. Support learning providers to improve participation in employer network meetings by Habia input into specific topics and issues. 	MP Project leaders (see b)	Sep 08	Started and ongoing
	<ul style="list-style-type: none"> Engage learning provider support in expanding Habia membership among employers and students. Design Habia web page for use on learning provider websites and intranets to encourage Habia awareness and participation among learners, particularly employed learners. Provide Habia talk board and specific useful links for students/learners. Make more use of IT eg podcasts, video clips. More frequent email newsletters targeted to specific audiences eg providers/employers (Habia News magazine too long a lead in for some news); share information with other organisations eg ALP, NHF. 	MP, IT	Sep 08	Started and ongoing
	<ul style="list-style-type: none"> Work co-operatively with the TASSC Employer Engagement working group via SkillsActive. 	AD	TBA	TBA

A1.2	Sector information is maintained and made available	a. Conduct employer skills surveys in each industry	Habia	2003-5	Complete
		b. Produce Sector Skills Agreement (SSA) reports for Assessment of Skill Needs, Assessment of Current Provision for each nation and Analysis of Skill Gaps and Weaknesses.	Habia/SA	2008	Complete
		c. Publish on Habia website.	Habia	2008	Complete
		d. Work cooperatively with TASSC LMI working group, via Muriel Bankhead, SkillsActive.		TBA	Yet to be started
		e. Identify future sector information required and develop an Action Plan for regular industry consultation with SkillsActive research team.	AD MB	TBA	Yet to be started
A1.3	NOS are up to date and available	a. Current NOS on Habia website and NOS Directory:			
		• African Caribbean Hairdressing and Barbering	TT	2007	Complete
		• Hairdressing and Barbering	TT	Sep 08	Complete
		• Beauty Therapy, Spa Therapy and Nails Services	TT	Apr 09	Complete
		• Hair and scalp analysis units	TT	Oct 09	Started
		• Amend Beauty NOS to meet latest race and religion regulations	TT	Jan 09	Done
		• Identify any future NOS updates required with employers and update NOS Action Plan	S&Q	Oct 2009	Yet to start
		• NOS for Hair Removal by Threading	TT	Oct 09	Yet to start

ENGLAND Theme A: Sector Qualification Requirements

SQS Outcome A2 Qualification Coverage

There is a full range of industry recognised qualifications covering the employment, career pathways and skill requirements of the hair and beauty sector from pre-entry level to doctorate, demonstrated by Habia approval or support on behalf of the sector and accreditation to the Qualifications Framework, where relevant.

SQS Outcome A3 Sector Qualifications Criteria and Categorisation

Sector qualifications are developed to meet agreed criteria that will contribute to all users having a clear understanding of the purpose and status of the qualification that is about to be undertaken or that is held by a job applicant.

Industries: All

No	Outcome	Actions	Who	When	Status
A2.1	There is a set of agreed <ul style="list-style-type: none"> • units with which to develop qualifications • rules of combination with which to create and approve qualifications to meet sector needs • criteria for the development and categorisation of qualifications to ensure clear understanding of their purpose 	a. Agree work plan and principles for participation with sector Awarding Bodies; develop criteria for categorizing qualifications between job ready and preparation for work and agree unit titling approach with Forums and regulators.	AD/JG Industry Forums	8 Sep 08	<i>Started</i>
		b. Meet regularly with the qualification regulators, once a principal contact point is identified, to keep in touch with qualification developments.	AB Forum Regulators		
		c. Submit bid to UK CES for development funding for Credit and Levelling project for units for both QCF/SCQF.	AD/JG	19 Sep 08	<i>Complete</i>
		d. Conduct project; Broad order of priority – Hair NVQs, Hair VRQs, Beauty NVQs, Beauty VRQs.	JG ABs	Nov 2008 until Aug 2010	<i>On target: June 09 – all units and rules of</i>

					<i>combination developed, credited and levelled for hairdressing and barbering job ready qualifications. VRQs commenced.</i>
A2.2	There is comprehensive range of qualifications from awarding bodies, approved or supported by Habia, on the QCF and offered by learning providers to meet the needs of individuals and employers across England.	<p>SEE PROPOSED QUALIFICATIONS LIST IN ANNEX 4</p> <p>a. Develop an agreed transition plan with Awarding Bodies for converting NQF provision so that it meets SQS requirements and is accredited to the QCF.</p> <p>b. Awarding bodies develop and submit new qualifications to fill any gaps and that meet SQS requirements to QCF with Habia support.</p> <p>c. Awarding bodies work with learning providers to ensure availability and access for learners.</p>	ABs LPs QCA OfQual	<i>Jan 2009 – Aug 2010</i>	<i>First suite of QCF qualifications available from Aug 2009 then ongoing</i>
A2.3	Potential recruits, workers and employers are aware of the appropriate NOS, qualifications and learning frameworks they can access to pursue their objectives.	<p>a. Develop and implement communications strategy for QCF accredited qualifications as they become available, including use of the Habia Skills Team at roadshows and major exhibitions.</p>	MP JH ABs	<i>Ongoing</i>	<i>Started – Habia Conference and magazine articles June 09</i>

ENGLAND Theme A: Sector Qualification Requirements

SQS Outcome A4 Qualification Developments Related to Recruitment and Retention

The supply of suitably skilled workers is sufficient to meet the needs of employers and clients.

Industries: All

No	Outcome	Actions	Who	When	Status
A4.1	All potential entrants to sector related learning programmes and employment have access to accurate and impartial information, advice and guidance.	a. Review and update Habia web and paper based careers materials.	CH	Apr 09	<i>Started – new Diploma and Apprenticeship mini-sites</i>
		b. Review and comment on sector related web based materials from other agencies in England, including ABs and Learning Providers.	CH,KF ABs, LPs	Apr 09	<i>Started</i>
		c. Re-launch Stars for the Salon programme in Habia News (link with 2.3).	JH, CH, LC, EL	TBA	TBA
		d. Negotiate access in England, Wales and NI to Careers Scotland online Virtual Work Experience software, which includes a hair and beauty virtual world.	Careers Scotland	<i>Feb 2009</i>	<i>Agreed and promoted</i>
A4.2	Ensure there is a range (hair, beauty, nails, spa) of approved Apprenticeship frameworks matched to employer demand, incorporating suitable qualifications.	a. Update Level 2 and 3 Apprenticeship frameworks for Hairdressing and Barbering incorporating new job ready qualifications and possibly other types of qualifications following QCF work (see b. below).	AD,CH	July 09	<i>Hair and barbering frameworks developed to match blueprint and approved by industry. Available from July 09.</i> <i>Rules of combination agreed by industry</i>

					– awarding bodies to develop QCF quals and submit.
		b. Develop a new Level 3 job ready qualification designed for new entrants on work based learning apprenticeship programmes, incorporating Level 2 and key technical areas of Level 3.	JG Industry Forums ABs QCA OfQual NAS	Apr-July 09	Developed but yet to agree titles with Ofqual
A4.3	Qualifications are available for pre-entry sector related programmes for potential entrants including those under school leaving age.	a. Support development of qualifications for pre-entry learning programmes, such as Foundation Learning Tier and Young Apprenticeships. Consultation on integration of YA into the 14-19 Diploma.	JG EW QCA OfQual	Oct 08	Pilot of YA in Diploma ongoing to 2010; FLT quals in development.
A4.4	There is an appropriate level of take up by individuals and employers of qualifications and learning frameworks.	a. Liaise with sector ABs individually and collectively through the Habia AB Forum. b. Communications strategy.	JG MP	Ongoing	
A4.5	Electronic Skills Passports Employers refer to Electronic Skills Passports (ESPs) of job applicants and employees as an aid to recruitment and to structuring induction, staff training and development to help improve staff retention. ESPs are used by employees to accumulate a record of qualifications gained, practical skills and competencies achieved and appropriate experience. ESPs are validated by recognised employers and learning providers, with the electronic training	a. Research the demand for Electronic Skills Passports in hair and beauty sector in England, taking into account electronic learner record systems already available (eg Purple Passport, My i-plan) and those associated with QCF.	JH	Nov 2008	Initial mtg with Purple Passport;
		b. Develop business plan for implementation drawing on SkillsActive experience and assess viability.	JH	Jan 2009	Yet to start
		c. Present to SMT and Habia board.	JH, AD	Feb 2009	Yet to start
		d. Commence.	TBA	2009-10?	Yet to start

	log managed centrally by Habia.				
A4.6	Improved retention during learning.	a. Promote need for commitment from all parties to a well structured and effectively implemented recruitment, initial assessment and induction process, such as that described in the Habia Induction Pack.	NT	TBA	Yet to start

A4.7	Improved retention after employment.	a. Promote use of Habia Employment Law pack.	JH	TBA	
		b. Promote availability and use of Family Friendly Working booklet.	MP	TBA	
		c. Develop and promote staff retention materials and workshops, linked to encouraging CPD and lifelong learning.	JH	TBA	

SCOTLAND Theme A: Sector Qualification Requirements

SQS Outcome A5 Raising the Level of Professionalism

The hair and beauty sector has become more widely recognised for its professionalism and is held in high esteem as a career choice in the UK as it is overseas.

Industries: All

No	Outcome	Actions	Who	When	Status
A5.1	<i>Hairdressing and Barbering</i> Level 3 is accepted in Hairdressing and Barbering industries as the professional level for practitioners as it is in the Beauty Therapy industry.	<ul style="list-style-type: none"> a. Continue to support and promote Level 3 skills achievement (and above) to individuals and employers, perhaps by developing a specific transition/induction programme for new salon recruits entering after full time programmes or Level 2 achievers progressing to Level 3 for use by learning providers and salon/spa owners. b. Encourage employers to support their employees to achieve Level 3 qualifications c. See earlier action at A4.2 to develop a new level 3 qualification for apprentices 	Habia ABs LPs AD LSC	Ongoing	Started
A5.2	<i>Beauty Therapy</i> The Beauty industry has introduced an 'improver' status for newly qualified therapists to ensure a confident and capable transfer of skills and techniques into the workplace.	a. Review commercial content of beauty qualifications during QCF unit development eg consider synoptic unit or guidance through Qualification Assessment Strategy.	ABs QCA OfQual	Apr 09	<i>Started – due to complete July 2010</i>
		b. Develop a beauty specific transition/induction programme for new salon recruits entering after achieving NVQ Level 3 for use by learning providers and salon/spa owners.	Habia LPs	TBA	Yet to be started

A5.3	Professional Registration There are professional registration schemes for all industries in the Hair and Beauty Sector, demonstrating to the public that professionals within the relevant Hair and Beauty therapy industries are competent, qualified and follow industry accepted practice. Continued membership requires appropriate Continuous Professional Development (CPD) and if registration requirements are not met, membership ceases.	a. Meeting with Hairdressing Council to update them on qualification developments and how this might impact on entry to the Register.	JG	Mar 09	Yet to be started
		b. Develop business proposal to Habia Board for a pilot register for the nail industry.	JH, AD Nail Forum	Dec 08	Agreed in principle. Commence detailed planning Jul 09
		a. Discuss with Diane Williams, SkillsActive any synergies with Register of Exercise Professionals.	JH, AD, DW	Jan 09	Completed – see A1.1c
A5.4	Continuous Professional Development (CPD) Employers and practitioners in the workforce update their skills using appropriate CPD programmes based on the latest National Occupational Standards. There is a structured approach to using relevant qualifications and learning provision that supports workforce development in the Hair and Beauty Sector with CPD programmes appropriately assessed and endorsed.	a. Review CPD systems in use in the sector by ABs and Associations.	JH JG AD	Jan 09	Started
		b. Seek agreement on minimum requirements and publish.	JH JG AD Assoc'ns ABs	TBA	Yet to start

<p>A5.5</p>	<p><i>Non-accredited Learning</i></p> <p>Most previously non-accredited learning has become accredited through formal recognition to the QCF/CQFW, or by an awarding body approved by one of the regulatory bodies for qualifications or by an industry agreed CPD system. The latter is mapped to National Occupational Standards, confirmed by Habia and does not compromise the quality standards associated with accredited qualifications.</p>	<p>a. Involve employers in identifying non-mainstream training</p> <ul style="list-style-type: none"> • Conduct detailed identification of training most valued by employers, including business skills training; whether currently accredited/non-accredited; formally/informally delivered • Identify the optimum methods and settings for delivery of all training • Consult with learning providers to plan learning and delivery which will meet employer needs • Work with expert working parties to prioritise planned development of QCF crediting and levelling for training not currently in the portfolio • Habia CPD endorsement (see 5.4) 	<p>JG Ken Palmer, DCELLS</p>	<p><i>After Aug 2010</i></p>	<p><i>Will have to wait until QCF project for mainstream quals completed – no resources to go beyond this.</i></p>
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ENGLAND Theme B: Vision for Learning and Qualification Delivery

SQS Outcome B1: Quality of Delivery and Assessment

All sector related learning and qualification delivery is of the quality needed to meet the needs of employers and learners and that there is a wide range of modes of delivery to suit learners in all circumstances and take into account the specific challenges associated with the sector.

Industries: All

No	Outcome	Actions	Who	When	Status
B1.1	All sector related learning and qualification delivery is of the quality needed to meet the needs of employers and learners.	a. Work with Awarding bodies, verifiers and Ofsted to brief them on latest sector developments and employer needs, particularly in relation to the criteria for Realistic Working Environment and Realistic Learning Environments.	JG Ofsted ABs	TBA	
		b. Promote quality improvement initiatives and recognition programmes such as the Training Quality Standard.	LSC LPs	Ongoing	Sector guidance provided to LSC
		c. Ensure learning programme design emphasises (a) how an individual contributes to the overall financial viability of a business and (b) enable learners to maintain their skills across all components of a programme to the point where they qualify and complete the programme (see also A5.2) eg good practice case study, log book, diary, ESP.	LPs ABs	Ongoing	
		d. Research how a National Skills Academy for the Hair and Beauty sector linking and existing excellent provision and developing new provision where necessary, might address skill needs and issues. Explore how this might extend across the Four Nations.	SMT SkillsActive LSC AoC	Mar 09	Started

B1.2	There is a wide range of modes of delivery to suit learners in all circumstances and take into account the specific challenges associated with the sector.	a. Explain the different modes of learning available in information available to learners.	CH MP	See A4.1	<i>In with review of careers materials</i>
		b. Provide information to learning providers about the needs of learners in the sector, to support development of programmes targeted to particular groups eg refresher learning for returners e.g. SSA and Skill Survey Reports on Habia Website.	MP AD	TBA	<i>Agreed</i>

ENGLAND Theme B: Vision for Learning and Qualification Delivery

SQS Outcome B2: Learning Provider Workforce Development

The learning provider workforce has up to date technical and teaching skills, combined with current commercial understanding of the sector, needed to produce job ready new entrants and to enable the existing workforce to update and develop their skills.

Industries: All

No	Outcome	Actions	Who	When	Status
B2.1	The learning provider workforce has up to date technical and teaching skills, combined with current commercial understanding of the sector, needed to produce job ready new entrants and to enable the existing workforce to update and develop their skills.	a. Support development and encourage participation in Hair and Beauty Subject Networks and sources of information. Habia News and e-news, talk boards, ALP, AOC, AHT, ASHBHE.	Habia	Ongoing	Ongoing <i>Joint Spring Conference held with ASHBHE</i>
		b. All trainers, lecturers, assessors and verifiers to keep commercial skills up to date, especially through hands on activity in commercial salons and spas e.g. <ul style="list-style-type: none"> Part time employment in sector Structured employer placements, that should be rotated or changed each year CPD programmes 	LP staff LPs Employers	Ongoing Annual	Started
		c. Enforce Qualification Assessment Strategy CPD requirements.	ABs	Ongoing	
		d. Keep teaching and assessment skills up to date.	LP staff LPs ABs LLUK	Ongoing	Started

ENGLAND Theme B: Vision for Learning and Qualification Delivery

SQS Outcome B3: Higher Level Learning Delivery

Hair and beauty sector business owners have the management and business skills needed to operate long term, profitable businesses with higher rewards for all involved.

Industries: All

No	Outcome	Actions	Who	When	Status
B3.1	Hair and beauty sector business owners have the management and business skills needed to operate long term, profitable businesses with higher rewards for all involved.	a. Identify and promote suitable higher level learning programmes through Habia CPD process and learndirect link on Habia website, preferably those which are contextualised in the hair and beauty sector, avoid management jargon, are in bite sized chunks and take into account prior learning and experience.	learndirect Habia Regional LSC Initiatives		
		b. Identify local initiatives operated in LSC regions.			
		c. Explore collaborative work with SkillsActive on Leadership and Management.	SkillsActive Habia	Dec 08	<i>Initial contact made</i>

ENGLAND Theme C: Vision for Policy and Funding

SQS Outcome C1: Influencing Skills Policy

The needs of the Hair and Beauty Sector are recognised, taken into account and addressed in all policy developments related to skills.

Industries: All

No	Outcome	Actions	Who	When	Status
C1.1	The needs of the Hair and Beauty Sector are recognised, taken into account and addressed in all policy developments related to skills.	<p>a. Consolidate and develop existing relationships with policy makers to ensure they recognise and understand the priority areas for skills development within the sector and direct sufficient public investment into required provision for the sector</p> <ul style="list-style-type: none"> • Work with SkillsActive and the SSB Group to engage with policy makers in key Government departments and agencies including DIUS, DCSF, UKCES, QCA, OfQual, LSC (and successor organisations), 14-19 Strategic Boards, Local Authorities and HSE. • Continue to work closely with Awarding Bodies, ie SQA, City & Guilds, VTCT; CIBTAC; ITEC learning providers; industry forums; Local Authorities • Develop the partnership working with the TASSC working groups via SkillsActive • Develop closer working partnership with SkillsActive through joint relicensing submission • Consult with the LSC to address issues facing the sector, including funding of provision and student class contact hours 	<p>AG AD JG SkillsActive</p> <p>ABs</p> <p>SkillsActive</p> <p>AG AD SkillsActive</p>	<p>Ongoing</p> <p>July 08</p> <p>Oct 08</p>	<p>Started</p> <p><i>Via SSB Group</i></p> <p>Started</p>

ENGLAND Theme C: Vision for Policy and Funding

SQS Outcome C2: Influencing Funding

There is a fair and sufficient public investment of funding contributions to addressing the skill needs of learners and employers in the Hair and Beauty sector across the UK, in terms of both funding rate, allocation of places and eligibility to access government support.

Industries: All

No	Outcome	Actions	Who	When	Status
C2.1	<i>Funding and Allocation of Places</i> There is a fair and sufficient public investment of funding contributions to addressing the skill needs of learners and employers in the Hair and Beauty sector across the UK, in terms of both funding rate and allocation of places.	a. Provide information to the LSC to tie in with funding cycles and meet with LSC to discuss funding models, rates and allocation of places on the range of sector related programmes across England for 2009/10. b. Obtain up to date data on numbers of learners. c. Negotiate to match supply to demand <ul style="list-style-type: none"> • Pre-entry • Work based learning • Full time learning • CPD type programmes d. Discuss flexible contracts for Apprenticeship provision to support employer demands.	AD JG LSC	Oct 08	LSC initial comment – definition of full fat qualifications will determine basis for these discussions, particularly in relation to funding short, personal interest type courses.
C2.2	<i>Age Related Eligibility</i> Funding models for learners over the age of 19 encourage and support progression to Level 3 completion and facilitate entry to learning by job changers and job returners.	a. Explore with LSC the possibilities of provision for adults wanting to enter the sector and for workforce development structured programmes of bite sized learning linked to the QCF.	AD JG LSC	Oct 08	No available funding for this as of Nov 08.

ENGLAND Theme C: Vision for Policy and Funding

SQS Outcome C3: Influencing the Number of Contact Hours

New entrant learners on post 15 full time government funded college based programmes who wish to become competent and pursue a career in the sector, have a minimum of 21 hours per week contact time for sector related learning supervised by an industry expert.

Industries: All

No	Outcome	Actions	Who	When	Status
C3.1	More leavers from LSC funded full time college based programmes that are competent and job ready.	a. Seek support to change policy to achieve a recognised route on Government funded full time college based programmes which have: <ul style="list-style-type: none"> • minimum of 21 hours per week contact time for sector related learning supervised by an industry expert (excluding time for self study and general education learning eg core skills). • structured work experience, linked to the learning outcomes of the programme, with a commercial employer amounting to a minimum of 36 working days per year, for all Level 3 programmes and recommended as good practice for level 2 programmes. 	FE Heads LSC ABs Ofqual Ofsted	From Sept 09	Widespread support but: LSC has little influence on how colleges allocate funding internally. For those on benefits the limit is 16 hours per week in education. Suggestion that there may not be sufficient work placements – should this be enforced at Level 3 only, and encouraged as good practice at Level 2, with RWEs and non-sector customer facing placements being acceptable?

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		b. Produce guidance to structure work experience so that it is productive and linked to the learning outcomes of the qualification.	CH NT JH	TBA	Yet to be started
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Abbreviations

ABs	Awarding Bodies	SMT	Senior Management Team
AHT	Association of Hairdressers and Therapists (Lecturers)	SQS	Sector Qualifications Strategy
ALP	Association of Learning Providers	SSA	Sector Skills Agreement
AoC	Association of Colleges	SSC	Sector Skills Council
ASHB HE	Association of Spa, Hair	TASSC	The Alliance of SSCs (Sector Skills Councils)
CPD	Continuing Professional Development	TBA	To be agreed
ESP	Electronic Skills Passport	UKCES	UK Commission for Employment and Skills
FDF	Foundation Degree Framework	VRQ	Vocationally Related Qualification
HEI	Higher Education Institutes	VTCT	Vocational Training Charitable Trust
LD	Learn Direct	YA	Young Apprenticeships
LLUK	Life Long Learning UK	AD	Andrew Darby, Deputy Chief Executive - Habia
LMI	Labour Market Information	AG	Alan Goldsbro, Chief Executive – Habia
LPs	Learning Providers	EL	Erik Lander, Skills Team Manager – Habia
LSC	Learning and Skills Council	CH	Carolynne Hanson, Development Officer – Habia
MA	Modern Apprenticeships	JG	Jane Goldsbro, Standards and Qualifications Director - Habia
NOS	National Occupational Standards	JH	Jackie Holian, Business Development Director – Habia
NVQ	National Vocational Qualification	MP	Mark Phillips, PR/Communications Manager – Habia
OfQual	Office of the Qualifications & Examinations Regulator	NT	Nicola Turner, Product Development Manager – Habia
Ofsted	Office for Standards in Education	TT	Tiffany Tarrant, Development Manager - Habia
QCA	Qualifications Curriculum Authority	TJ	Tracey James, Development Manager – Habia
QCF	Qualification Credit Framework	LM	Linda Morton, Development Manager - Habia
SA	SkillsActive		

Annexes

Annex 1 – Key Documents

Annex 2 – Consultation List

**Annex 3 – Requirements for Realistic Working
Environments (RWEs) and Realistic
Learning Environments (RLEs) 2008**

Attached as spreadsheet files:

Annex 4 – SQS Template for Hair and Beauty Sector

**Annex 5 – Proposed List of Qualifications for
QCF/SCQF**

**Annex 6 – Prioritised List of Qualifications for Credit &
Levelling Project 2008-9**

**Annex 7 – List of Sector Related Qualifications on
National Database of Accredited
Qualifications – National Qualifications
Framework (NQF)**

Annex 1

Key Documents

This Action Plan was developed from research contained in the key documents below. All are available for free download from www.habia.org under Downloads – Reports.

- Habia Sector Qualification Strategy Action Plans for England, Northern Ireland, Scotland, Wales.
- Habia Sector Qualifications Strategy v12 101008.
- Habia-SkillsActive Skills Gaps and Weaknesses in the Hair and Beauty Sector.
- Habia-SkillsActive Assessment of Current Learning Provision in the Hair and Beauty Sector – one for each nation.
- Habia-SkillsActive Skills Needs Analysis of the Hair and Beauty Sector.
- Habia Skills Foresight for the Hair and Beauty Sector 2007 v4 020707.
- Habia Employer Skills Surveys 2003-2005 – one for each of the six industries in the hair and beauty sector: hairdressing, barbering, African Caribbean hair, beauty therapy, spa therapy and nail services.

Annex 2

Consultation List

SQS/QS Action Plan Consultation Log

SSC/SSB Name	HABIA
Key SQRP Contact Name	ELAINE WHITE
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The list below shows those people who contributed to the development of this Action Plan by participating in a meeting or responding by email. It does not show all those who were invited to take part in the consultation. In addition, the Habia UK forums for each industry and the Habia Awarding Body Forum were all involved in SQS Action Plan development. Their details are contained in Annex 2 of the SQS Action Plan UK overview.

Organisation Name	Key Contact Name
Penny Turvey	Director
Suki Kalirai	Director
Stephen Kee	Director
Brenda Mail	Director
Gill Morris	Director
Sue Postlethwaite	Director
Alan Richardson	Director
Bill Shaw	Director
Michael Thornhill	Director
Sam Golding	Director
Kevin Arkell	Director
Val Cooke	Director
Awarding Body Forum – CIBTAC	Greta Couldridge
Awarding Body Forum – City & Guilds	Anita Crosland
Awarding Body Forum – City & Guilds	Danny Fitzgerald
Awarding Body Forum – City & Guilds	Jacky Jones
Awarding Body Forum – City & Guilds	Diane Mitchell
Awarding Body Forum – CIBTAC	Jan Jones
Awarding Body Forum – Edexcel	Wendy Lidgate
Awarding Body Forum – Edexcel	Mark Battye
Awarding Body Forum – Edexcel	Jack Kerr
Awarding Body Forum – ITEC	Fae Major
Awarding Body Forum – ITEC	Marguerite Wynne
Awarding Body Forum – ITEC	Jane Foulston
Awarding Body Forum – SQA	Mandy Forte
Awarding Body Forum – SQA	Moira Campbell
Awarding Body Forum – VTCT	Gerri Moore
Awarding Body Forum – VTCT	Nic Robinson
Awarding Body Forum – VTCT	Roger Ward

Organisation Name	Key Contact Name
Beauty & Spa Therapy Industry Forum	Cheryl Cole
Beauty & Spa Therapy Industry Forum	Louise Gray
Beauty & Spa Therapy Industry Forum	Diane Hey
Beauty & Spa Therapy Industry Forum	Andrea Plimmer
Beauty & Spa Therapy Industry Forum	Susan Routledge
Beauty & Spa Therapy Industry Forum	Joan Scott
Beauty & Spa Therapy Industry Forum	Lorraine Winslade
Nail Services Industry Forum	Beverley Braisdell
Nail Services Industry Forum	Laura Burton Nash
Nail Services Industry Forum	Cheryl Cole
Nail Services Industry Forum	Jacqui Jefford
Nail Services Industry Forum	Anne Swain
Nail Services Industry Forum	Samuel Sweet
Nail Services Industry Forum	Carol Whitehead
Nail Services Industry Forum	Denise Wright
Hairdressing Forum	David Wada
Hairdressing Forum	Sue Postlethwaite
Hairdressing Forum	Sarah Collinge
Hairdressing Forum	Shirley Davis-Fox
Hairdressing Forum	Richard Clarke
Hairdressing Forum	Bill Shaw
Hairdressing Forum	David Morgan
Hairdressing Forum	Craig Davies
Hairdressing Forum	Samantha Golding
Hairdressing Forum	Gary Machin
Hairdressing Forum	Frances Moore
Hairdressing Forum	Claire Wilson
Hairdressing Forum	Kenyon Yates
AC Hairdressing Forum	Michael Morris
AC Hairdressing Forum	Jackie McIntosh
AC Hairdressing Forum	Ros Davis
AC Hairdressing Forum	Angela Fox
Ofsted	Stephen Miller
AoC	Sue Reynolds
ALP	Stephen Ram Kissun
ALP	Paul Eeles
ALP	Chris Jeffries
LSC	Elayne Henderson
QCA	Chris Ward

Annex 3 Requirements for Realistic Working Environments (RWEs) and Realistic Learning Environments (RLEs) 2008

ANNEX 3

HABIA REQUIREMENTS FOR REALISTIC WORKING ENVIRONMENTS (RWEs) AND REALISTIC LEARNING ENVIRONMENTS (RLEs) 2008

The definition for Realistic Working Environments below is taken from the Assessment Strategy for Hairdressing NVQs and SVQs approved in September 2008, and reflected in all Habia industry Assessment Strategies. The intention is that this will be strengthened through the development work described in the SQS Action Plans. The definition for Realistic Learning Environments is taken from the guidance document for the Diploma in Hair and Beauty Studies, agreed by the Diploma Development Partnership. The intention is that this will be reviewed through the development work described in the SQS Action Plans to make it suitable for all occasions where an RLE is appropriate.

Realistic Working Environments (RWE)

As the Standards Setting Body for the Hairdressing and Beauty sectors, Habia is responsible for defining what constitutes a 'Realistic Working Environment' (RWE). Habia has set down the following criteria for the assessment location. This will ensure that all candidates are being assessed against the National Occupational Standards in a realistic working environment when not in an actual, commercial workplace.

The following criteria must be included as part of centre approval and must be confirmed as being met during the first external verification visit. The criteria must then continue to be met on every subsequent visit. This will ensure that candidates are able to meet commercial needs in the workplace.

1. Assessment centres must develop realistic management procedures that incorporate a 'salon image*' and sales and marketing policy to attract the type and number of clients needed to ensure that the requirements of the National Occupational Standards can be achieved.
2. All assessments must be carried out under realistic commercial pressures and on paying clients and not other candidates within the same group. Clients should vary in age and hair condition so that the requirements of the National Occupational Standards can be achieved.
3. All services that are carried out should be completed in a commercially acceptable timescale. Maximum service times for particular, critical services have been developed by Habia for each Hairdressing NVQ/SVQ and are detailed in Appendix 1F. These times should be used for assessment purposes.
4. Candidates must be able to achieve a realistic volume of work.
5. The space per working area conforms to health and safety legislation and commercial practice.
6. The range of services, professional products, tools, materials and equipment must be up-to-date and available for use. They must enable candidates to meet the requirements of the National Occupational Standards.
7. A reception area where clients are greeted and general enquiries and appointments can be made by telephone, or in person, must be available. The reception area must also include a payment facility.
8. A retail facility must be provided with products that relate to the clients' needs and the services offered.

9. The RWE must take full account of any bye-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.
 10. Candidates must work in a professional manner taking into account establishment requirements such as:
 - i. appearance and dress code
 - ii. personal conduct
 - iii. hygiene
 - iv. reliability
 - v. punctuality.
 11. Candidates are given workplace responsibilities to enable them to meet the requirements of the National Occupational Standards.
- * The use of the word 'salon' is not intended to deny access to the hairdressing qualification if you deliver hairdressing services in other locations (eg hospitals, care centres etc.). It refers to any place where professional hairdressing services are carried out. However, the location must meet health and safety requirements for hairdressing.

Realistic Learning Environments (RLE)

The practical skill element of the Diploma in Hair and Beauty Studies will be taught and assessed in a Realistic Learning Environment (RLE). Consortia must comply with the following to ensure that all learners are being taught and assessed in an environment akin to a commercial workplace:

1. Approved centres must develop realistic management procedures that incorporate a salon image and a sales and marketing policy to attract the type and number of models needed to ensure that the requirements of training and assessment can be achieved
2. The space per working area must conform to health and safety legislation and commercial practice
3. The range of services, professional products, tools, materials and equipment must be up-to-date and available for use. They must enable learners to meet the requirements of the relevant topics
4. A reception area where clients are greeted and general enquiries and appointments can be made by telephone or in person must be available. Ideally, industry specific ICT facilities must also be provided. The reception area must also include a payment facility (artificial money may be used)
5. The RLE must take full account of any bye-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there
6. Learners must work in a professional manner taking into account industry establishment requirements, such as appearance and dress code, personal conduct, client service, hospitality and basic communication, hygiene, reliability and punctuality
7. Learning and assessments may be carried out on live clients, models and/or mannequin heads and other artificial body parts designed for professional use, as specified by the Awarding Body.

The use of the phrase "client" in this Statement refers to fellow learners and other non-paying models in the realistic learning environment and does not refer to paying clients unless in a work experience environment.

Annex 4

SQS Template for Hair and Beauty Sector

File Name: \Habia SQS Action Plan Qualification List Template v3 191208.xls

Annex 5

Habia Proposed Full List of Qualifications for QCF/SCQF Credit and Levelling

**File Name: \Annex 5 Habia Proposed Full List Qualifications
for QCF SCQF Credit and Levelling v6 180908.xls**

Annex 6

Habia Priority List of Qualifications for QCF SCQF Credit and Levelling Project Commencing 2008

**File Name: \Annex 6 Habia Priority List of Quals for QCF SCQF
Credit & Levelling v10 271108.xls**

Annex 7

List of Sector Related Qualifications on National Database of Accredited Qualifications – National Qualifications Framework (NQF)

The inclusion of a qualification on this list does not necessarily indicate that it has been seen or approved by Habia on behalf of the Hair and Beauty Sector

**File name: \Annex 7 List of Habia Qualifications on NDAQ – NQF v1
191208.xls**