

# Regional Sustainability Advisers 2012-13

## Collaborative project report for Yorkshire & the Humber: The World of Hair and Beauty



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1. Aims of the project: what was it that you wanted to see as a result of the project? How did you see the project making a difference for the sector?	To produce high-quality transferable teaching materials developed collaboratively by range of providers, based on the concept of a circular economy and the world of Hair & Beauty.	
2. Situation: Identify the situation or issue that faced you	<ul style="list-style-type: none"><li>• <b>How did you arrive at the idea for this project?</b> Before securing my role with LSIS, I had always approached sustainability as an estates practitioner focussing on buildings and carbon management; however I was acutely aware that this did not inspire or engage the majority of staff. I therefore decided that a different approach was needed and to engage with one of the most popular curriculum areas in the region, Hair and Beauty.</li><li>• <b>What was it that you felt this project could help, support, change or improve?</b> I wanted this project to evolve and be led by each participating College but with an overarching theme of sustainability within the hair colouring industry.</li><li>• <b>Were there particular regional factors that you considered?</b> Hair and Beauty is one of the most popular courses in the Y&amp;H; rather than focussing on courses that naturally lend themselves to the environmental facet of sustainability, I thought that this would be a more unusual curriculum choice.</li><li>• <b>What were the opportunities that presented themselves?</b> Previously there was a Y&amp;H Hair and Beauty curriculum group which met in the region; my colleague and Head of Faculty of the Hair &amp; Beauty department was a member of this group and recommended I get in touch with the former members.</li><li>• <b>What motivated you?</b> The Hair and Beauty faculty at Leeds City College has always been enthusiastic in becoming involved with the sustainability agenda; therefore I decided to work with the willing in an</li></ul>	

	<p>attempt to break the mould of usual ‘best practice’ case studies which have traditionally focussed on the college estates or on curriculum areas such as land- based studies/ IT/ environmental studies.</p>
<p><b>3. Task: Define the outcomes you needed to achieve</b></p>	<p>My intention for this project was to increase regional engagement with a cohort of students and their staff that may not have had much exposure to sustainability in the curriculum. The aim of the project was not to produce statistical or quantitative data, but to ask participants to examine and audit their existing curriculum for evidence of sustainability. This would then encourage a snowballing effect to increase sustainability into more areas of the curriculum.</p> <p>Participants were asked to focus on Level 3 Colour to develop teaching and assessment materials focussing on social, environmental and ethical issues of the Hair Colour industry. Teaching materials were to be built upon existing resources such as the VTCT Level 2 Higher Diploma and the Level 3 Diploma in Hair &amp; Beauty studies.</p> <p>As the project grows and is shared with the Y&amp;H curriculum community I hope that more colleges will get involved and we can build SD into the identity of the region’s hair and beauty provision. Indirectly I hope that student’s will have an increasing awareness of the full aspects and impacts of their chosen industry and will be able to make more considered choices when they enter a working environment.</p>
<p><b>4. Actions that you took in order to achieve your plan, and your approach</b></p>	<p>Using known contacts in regional colleges and by canvassing others, contact details for the heads of hair and beauty faculties for six colleges in the Yorkshire &amp; Humber were obtained to be contacted as potential project participants.</p> <p>Due to staffing changes only two colleges, Calderdale College and Leeds City College, could proceed to participate however the continued level of interaction within each college and the communication with the Y&amp;H curriculum JISCmail is expected to result in a snowballing effect gathering participation of other colleges as the project evolves.</p> <p>After an initial meeting to discuss the project, participating colleges were given a draft briefing sheet (as attached) and asked to feedback on what they believed to be feasible in the given time frame. Both colleges adopted different approaches; Calderdale College adopted an interdepartmental student project approach and Leeds City College adopted a departmental “train the trainer”</p>

	<p>approach.</p> <p>Each college was given a deadline of Christmas 2012 to work within their teams to develop a curriculum/ training plan for implementation commencing in the New Year. Staff members from each participating college were encouraged to, and did attend the November and March Yorkshire &amp; Humber regional events to enhance their knowledge of sustainability and network with curriculum colleagues from other colleges.</p> <p>At time of writing, both colleges have launched implementation and generated outputs which are described in the next section. I will be working closely with each college during implementation and by the summer term, I hope to have interacted with staff and students to determine the qualitative and quantitative impacts of the project.</p>
<p><b>5. Results that you obtained</b></p>	<p>Though the aim was to produce overarching teaching materials, the project has evolved differently within each participating College and has garnered interest from other curriculum areas at the regional networking events. It is likely that the project will continue to emerge and include an increasing number of curriculum areas within an increasing number of providers. The curriculum JISmail will help to facilitate this.</p> <p>Rather than one definitive set of teaching materials, this project is expected to act as a catalyst in the region for Colleges to collaborate with each other sharing tools and ideas to produce individual materials.</p> <p><b>Calderdale College</b>  Full time learners on a VRQ Level 3 Diploma in Women's Hairdressing course conducted research on hair colouring usage and ingredients in the salon over a one week period.  By using the packaging and contents more efficiently 1 kilogram of dye which would have typically been wasted was used instead. This is equivalent to 8 tubes of colour, equating to a cost of £40 a week and £1,388 per academic year.  Learners over the remainder of the term investigated the health and environmental impacts of the active ingredients within permanent hair colours and worked with the salon's primary supplier Schwarzkopf to determine how the company is reducing its environmental impact.  The conclusions reached gave the learners an awareness of the dangers of the chemicals hairdressers use, the amount of wastage and the importance of recycling.</p>

	<p><b>Leeds City College</b></p> <p>Adopting a train the trainer approach, Leeds City College's Hair and Beauty curriculum area managers have been working together to formulate a product awareness tutorial calendar which will be implemented in the 13/14 academic year after the staff themselves have received training.</p> <p>This training will involve all 84 staff within the department being taught a recognised VTCT Level 2 module in sustainability. This will</p> <ul style="list-style-type: none"> <li>• Provide support for tutors to be confident with product knowledge in order to aid embedding within both tutorial and curriculum.</li> <li>• Allow the faculty to promote alternative hair colorants and styling products.</li> <li>• Allow the faculty to acquire expertise in application of such products.</li> <li>• Allow all levels to be introduced to subjects surrounding sustainability – embedded with both theory and practical.</li> </ul> <p>Remaining actions for the department are to seek further input from Unilever and Leeds University to support understanding of current research and findings in order to support students with acquiring real life research experience. The department also wish to identify 'champions' within the department. It is likely that this will emerge during staff training.</p> <p>At this early stage of implementation quantitative results and student feedback has not yet been generated; however there is already evidence of an increase in awareness across the organisation of the need for implementing a college strategy for sustainability in the curriculum.</p>
<p><b>6. What made the project a success? What were the key ingredients?</b></p> <p><b>What were some of the challenges and obstacles you faced in planning and implementing your project? How did you anticipate or respond to these challenges?</b></p>	<p>The project provided me with an opportunity and incentive to engage with curriculum staff at a scale and depth that I have not previously had the confidence or capacity for.</p> <p>The regional events also provided networking opportunities for me to engage with a wider curriculum audience and likewise, for the curriculum delegates to network with each other.</p> <p>The funding and continuing LSIS endorsement is of a great benefit for initial engagement; for continuing participation, it is imperative to seek evaluation of the project scope and customising what would be appropriate to the organisation.</p>

	<p>I have not attempted a project like this before; my approach of canvassing regional college faculty heads initially looked promising however as the initial discussions were taking place at the start of the academic year, timing and capacity became an issue which resulted in colleges dropping out.</p> <p>Going forward, engaging with curriculum staff will always be challenging due to the continuous term- time demands. This was compounded by an issue of perception of what participation involved despite reassurance during initial meetings that the RSA would be on hand to help and support.</p> <p>An output of the second regional event which could potentially mitigate some of the perception issues in future as the project evolves is an audit tool for college's to use. This will help enthusiastic but pressured curriculum staff to understand existing delivery and where there are potentially opportunities for SD integration as an initial step. The audit tool may also identify areas in which SD is already being delivered.</p> <p>I am optimistic that the regional events and co-operation through the JISCmail will lead to an increase in participation; the success of the first regional event was a key catalyst to the growth of the regional network. If I could refine this further, securing Maria Gilling and Dick Ockelton as keynote speakers provided the perfect pitch for the start of each event. The challenge for future events will be to meet the standard now set.</p> <p>I see the events and further project participation performing symbiotically to build capacity and engagement within the region's curriculum and business support staff.</p>
<p><b>7. What would you say were the most important things you learned from this project, which you will take forward as an individual or as an organisation in your sustainability journey?</b></p>	<p>This project regionally has raised and reinvigorated the profile of education for sustainable development; I sincerely hope that those who have demonstrated an interest remain enthusiastic and a positive voice within their institutions.</p> <p>At Leeds City College, the project has provided a platform upon which staff and subsequent student education will be founded. It has also highlighted to me the critical importance and opportunities that exist for business support and curriculum staff to work together for a common goal.</p> <p>The project has also given me the confidence to address all heads of faculty at Leeds City College about the need for a cross- curriculum college ESD strategy and to re-introduce my role as a key facilitator</p>

of this. Already, other faculties have been forthcoming about their plans to accelerate ESD within curriculum in a variety of ways.

I have been working with secondary education providers in the city by delivering assemblies and classes on sustainability and I have also supported post-graduate students by offering the college as a “living lab” on which to base part of their studies.

The main obstacle I encountered with this project was securing participation; due to the pressures on academic staff throughout the academic year, I think the perception of increasing their workload further will always result in some risk for participation. To overcome this obstacle, in future I would encourage planning the project an academic year in advance allowing for phased incremental implementation; simultaneously I would use the regional events to gather examples of existing good regional practice and feed this into the developing project.



Leeds City College

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