

Association of Hairdressers & Therapists



January 2019



Hoping you all had a brilliant Christmas and we wish you all a healthy and Happy New Year

As the festive season ends and hopefully you all got a well-earned rest (between all the parties) that you all deserve, after a long first term. We wanted to send you all a message, to say a HUGE thank you, for your continued support you have given us, here at the Association of Hairdressers and Therapists (AHT), throughout the year.

In this issue we want to share with you the excellent work displayed by students at the WorldskillsUK and congratulate them on the standard of work they created in various sections of the competition.

Unfortunately, we don't have photographs of all the students work that was entered but we would like to share with you success stories of one or two of the winners.

Well done to everyone that did enter and I hope that as tutors, you encourage your students to grow their confidence even more by entering the AHT competitions also. You will find more information on them on the website.

By contacting Denise Johnson directly, the closing date for entries can be extended to allow for late entries, if needed.

Remember the regional competitions for AHT start early in the New Year and the 2 day National Final is at Blackpool Winter Gardens on Sunday 10 and Monday 11 March 2019.

Every centre can enter 2 competitors in each competition for every current member of the AHT.

Membership is still £25.00 for the year and I have attached a membership form at the end of this Newsletter. Alternatively you can visit the website - www.aht-uk.com

The consultation for the review of the Beauty Aesthetics NOS is now LIVE – please do share as you feel necessary and ensure that we have a voice on the outcomes of this important consultation. This is now open until 11 January 2019.

<https://www.surveymonkey.co.uk/r/KJFNJJW>

I hope you all enjoyed Christmas and have come back feeling refreshed and ready for the next challenge.

Kind regards,
Sue Postlethwaite | suefp@hotmail.co.uk

Congratulations to Thomas Docherty on achieving a gold medal in the National Inclusive Worldskills Competition

Thomas suffers from Asperger's and dyslexia meaning he can lack focus and the ability to follow direction at times. The world skills journey has allowed him to focus on a goal, work towards it and gain a well-deserved outcome.

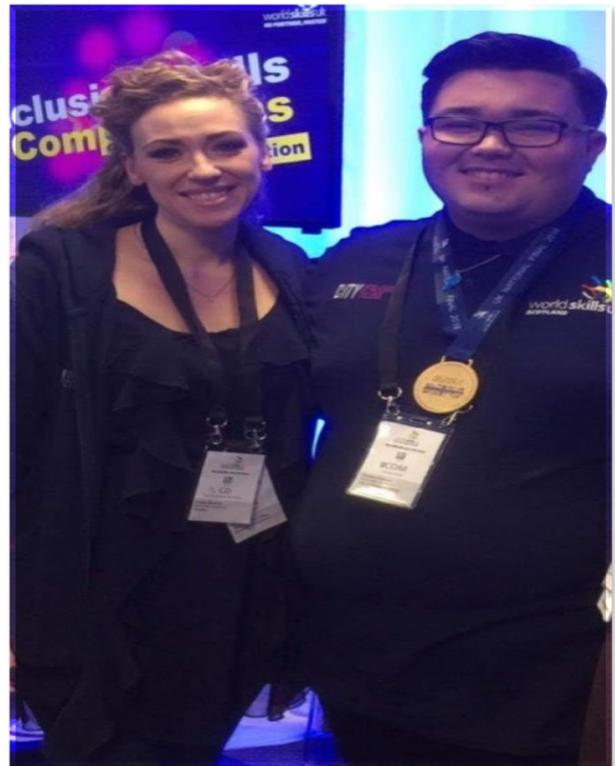
He has grown in confidence and skill throughout this journey and it has given him the confidence to compete in the AHT competition and he has said that he wants to put himself forward for the Worldskills competition next year .

I am extremely proud of Thomas and all that he has achieved. This competition has given him the chance to develop his hairdressing skills, as well as discovering, that he can do more than he ever thought was possible. He has shown great dedication to his training, which was intense at times, but all his hard work has paid off, by achieving winning the gold medal, in Birmingham this year.

Participating in the Worldskills competition has also helped him in every aspect of his course, as he has transferred the skills and methods he learned, into everyone one of his classes.

He has learned how to focus and work methodically to achieve his goals. This experience has given Thomas a whole new confidence and he is looking forward to competing again next year.

Well done Thomas,
Lynsey



Lynsey MacLean, who is a Hairdressing Lecturer and Thomas's mentor, at City of Glasgow College. Lynsey worked with Thomas throughout his Worldskills journey.

A snapshot of the fantastic work Thomas's created for Inclusive Worldskills at Birmingham 2019



Silver Medal Winner at the National Worldskills Competition at NES, Birmingham

Wioletta, is 43 years old, from Glasgow and studies at West College Scotland. Competing in last year's AHT Competitions was successful for Wioletta as she gained 2nd place, with Charlie McGuire, in the **Regional AHT Competition, Team Bridal**.

From the regional competitions, Wioletta travelled to the AHT National 2-day event where she achieved success in two events, competing against winners from England, Wales and Scotland.

LADIES CURRENT TRENDS IN HAIR & MAKE UP – TEAM EVENT
1st WIOLETTA SLOJEWSKA-PUCHALSKA / PAULINA LANGIER

TEAM BRIDAL
2nd WIOLETTA SLOJEWSKA-PUCHALSKA / CHARLIE MCGUIRE

The AHT Competitions gave Wioletta a huge boost in confidence to have the motivation and drive to enter the World Skills Hairdressing Competition.

During this time, she sailed through the Passive stage, was awarded 3rd place at the Regional heats and won silver at the National Competition at the NEC, Birmingham, after competing in 5 hair skill tests.

Photos of her work in Birmingham can be seen on the next page and below are her tutors' comments on Wioletta's journey to achieving her current success.

Wioletta is a great inspiration to any mature student embarking on a second career and concerned about the age gap. Originally from Poland Wioletta trained and worked as a primary school teacher with hair being nothing more than a hobby.

After moving to Scotland, she decided to follow her dream and enrolled on a Hairdressing course, at West College Scotland.

Her passion and professional approach to all her work, shone through and now the results speak for themselves. We are very proud of her achievements.

Wioletta has now left college after successfully completing her HNC in Hairdressing and is currently self-employed with an extremely busy client base. The experience was so positive that Wioletta hopes to be involved next year, playing a supportive role model for competitors.

Photo: Competitors from West College Scotland:

Wioletta Slojewska-Puchalska, Silver medal winner from Glasgow, on left of the picture. Jenna Meenan, in the middle of the picture, from Dumbarton. Kathryn Docherty, on right of the picture, from Paisley.

Please see next page for further photos of Wioletta's work.



Wioletta's work over 5 skill areas, in which she competed to gain the National Worldskills Silver Medal at Birmingham, NEC...



More student success from West College Scotland...

JENNA MENNAN, 19, a make-up artistry student, from Dumbarton, was also a competitor in last year at AHT Competitions and was successful in the following competitions.

2nd place in Body Painting at the Regional competitions for Southern Scotland

3rd place in Ladies Current Trends in Hair and Make Up – Team Event, at National competitions, along with Amie Stewart.

At Worldskills, Jenna was placed 3rd at the Regional Heat for Make Up Media – Body but unfortunately didn't gain a medal at National. The next step for Jenna is to enter the AHT Competitions at Regional in February and National in March 2019.

Kathryn Docherty, 33, a Beauty Therapy student from Paisley competed in the Beauty Therapy – Body category.

Gaining Silver at World Skills and hopes to compete at AHT 2019; like Jenna.

All three students were delighted to be placed among the top eight regional competitor marks. This meant they all won an invite to compete at National level at the Worldskills UK Competition.

Frequently Asked Questions... Competitions 2019



Association of Hairdressers & Therapists

(updated 17/12/18)

Q1: Can you use a small prop for the half body painting competitions?

A: **Yes** you can but only the body art painting will be judged.

Q2: Can you wear costume on the bottom half of the body in the half body painting competition?

A: **Yes** you can but only the body painting will be judged.

Q3: Can you use wax in the face painting competition?

A: **No** you cannot use wax in the face painting competition as this would make the wax a prosthetic.

Q4: Can you use fake blood in face painting competition?

A: **Yes** you can. Competitors can use fake gel blood for example Snazaroo gel blood as part of their face paint. Competitors **cannot use** fresh clotted, wound filler; coagulated or fresh scab as these can produce a 3D effect and this would then constitute a special effect and not face painting.

Q5: Can you use the same model for competitions 2 and 13?

A: **No** as the hairline will already be pre-cut from competition 2.

Have you or your colleagues any queries about the AHT Competitions? Then drop us a line to either Denise Johnson, National Competition Director or myself, contact details below.

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David Hughes' thoughts on T Levels...

An article published in this week's FENews looked at Tom Bewick and David Hughes, Chief Executive of Association of Colleges (AoC) discussing some very important factors. One of the topics they discussed was T Levels, a qualification that is on the horizon for all us in the future. An extract can be found below, but for the full article go to www.fenews.com

The first question to be asked to David Hughes was:

Do you think that T Levels really can be the success that ministers are talking about, in terms of it being the final answer to this age-old problem of lack of parity of esteem and intellectual snobbery?

The reply was: *"I think the concept of T Levels is spot on, I think the Sainsbury review had some really good stuff in it. I'm really worried that the implementation is too narrow. I think the focus is on developing a new qualification and a new curriculum, not thinking about the system."*

The system needs to include:

- *What other options are there at Level 3?*
- *How people might start to choose what might be best for them?*

- ⇒ *A Levels are still the gold standard. What does that make T Levels? Silver, Bronze, Tin... paper?*
- ⇒ *You then think about the system. What happens up until age 16?*
- ⇒ *Lots of young people get zero involvement in technical education before 16. Why would they suddenly, at 16, choose a technical qualification when they could do A Levels?*
- ⇒ *Then you have the people who haven't achieved by 16, the sort of transition support that they need to get into technical.*
- ⇒ *Then the progression afterwards that makes it attractive, particularly to middle-class England, who want and aspire for their children to go beyond Level 3 and to go into higher levels.*
- ⇒ *We have to look at it is a system, at the moment sadly, I think the department is finding that quite challenging.*

- Tom went on to ask how could we get over people's perception that A Levels were the only route to 'Success'?

David replied: "I am a big fan of getting young people, from as early an age as possible, to have more interaction with technical education. That will start to get their motivation and encourage them to think it. By the time your hormones start at 12,13,14 it's probably too late.

I think you have to introduce it earlier. I think you have to get young people understanding, you have to get parents thinking, that technical options can take their children all the way through to the highest-paid, best, and most prestigious jobs. At the moment it is quite difficult to sell that.

I think things have changed though, Universities now are struggling in terms of their prestige, because there is lots of graduate under employment.

The Government is starting to say maybe we don't need so many people doing 3-year residential bachelor's degrees, and we need more people doing Technical Ed.

If it can be progressive, i.e. doing a level 4 isn't the end. Actually, it could be doing a level 4, and then a level 5, and it could be 5 years in between, or 10 years in between, and a degree apprenticeship, if it's a progression route.

That is why I say the system matters so much. I don't think the government, at the moment, has really understood that fully.

What they are in danger of doing is plonking into a bit of a mess, a beautifully created, new qualification, that nobody will do, because nobody understands where it fits."

Read all this and more on Tom Bewick this week's episode of Worlds Skills, FENews website. Published 17/12/18.

An Article recently written by Arnie Skelton for FENews, is worth a read, it asks:

Do we give enough attention in class to HOW our learners think?

HOW DO YOU THINK? Yes, you read that right: Not 'what do you think?', but how?

Do we give enough attention in class to how our learners think? Do we give any guidance, so that (*stay with me*) we help learners to think about their thinking?

In my view, most of our interpretive frame is formed from three factors:

1. How we feel
2. How we think, and
3. What we believe.

These create the emotions, motivators, values and attitudes we have, and the assumptions we make. Most of us are 'in touch' with our feelings: at any given moment, if asked, we could say how we feel. And equally, we could probably discuss and identify our beliefs (at least our conscious ones). But that's probably not the case about how we think.

Do you know how you think? Not what (that's easy), but how...

It's important, because how we think will often determine the opinions we have, the options we generate, and the decisions we make. What we do, and how we do it, is often the result of our thinking. And if that thinking varies, so too do the outcomes that depend on it.

So what are the variety of ways people might think?

Nobel prize winner Daniel Kahneman has raised this very issue in his seminal book '[**Thinking Fast and Slow**](#)'. It's a great book, well worth the read, and cannot be adequately summarised here, except in one respect.

He draws a critical distinction between our two dominant thinking modes, which he calls System 1 and System 2.

System 1 is fast, intuitive and reflexive, and System 2 is slow, thoughtful, analytical, and rational. And I suspect most of us will recognise these two thinking patterns, and identify times we have used each.

The challenge is – which is best, and when? Which also implies choice. We can choose to think fast or slow. Which also means that we don't have to trust our instincts, which although they can help us survive under pressure, when we need a quick, instinctive response (such as swerving to avoid a child running into the road), such thinking might let us down, or get us into trouble when 'thinking it through' and being more rational or analytical would have been more effective.

So what are the situations our learners face, in and outside of college, that might be helpfully managed by choosing which 'thinking strategy' to use?

To consciously make this choice, of course, requires the learner to think more slowly, more rationally, using System 2 thinking, and particularly when System 1 thinking is likely to take over, as the learner reacts emotionally, instinctively. So the time when System 2 thinking is most necessary is often when System 1 is likely to dominate.

Emotional thoughts tend to be stronger and more compelling than rational ones – they have a stronger valence. So often emotion hijacks reason.

Arnie Skelton continued...

If we regard System 1 as essentially emotion-led, and System 2 as reason-led, then I think it worth helping our learners switch thinking systems to be more effective in their options and decision making – especially when starting to become emotionally driven, which might lead to unwanted and unintended consequences. Two skills seem to be essential in this process: self-awareness, and self-control: being able to recognise that emotion is starting to take over, and that it is likely to be unhelpful; then having the self-control necessary to switch, from System 1 to System 2.

This is a difficult process, but not impossible, especially if we start early enough, and persist with the key techniques that over time, will make it easier.

So how can the learner do this?

The following three step process might help:

Step 1: Discuss with learners how to recognise ‘early warning signals’ each of them has, that indicate emotion is on the rise. These are generally physiological signals such as stomach churn or knot; starting to sweat or feel hot; part of the body aching – such as neck, shoulder or head; feeling sick.... Recognising these signals is the first and essential step to intervening, to taking control.

Step 2: Associate such an early warning signal with a ‘programme interrupt’ device. This should be identified and personalised by each learner, so that it is easy for them to recall. Mine is visual: I visualise a large red neon sign, spelling ‘STOP!’, which flashes – initially quickly, then more and more slowly, until it stops flashing. Others might choose different ‘interrupt signs’: a noise, such as a bang or piece of music; a feeling, such as excitement or relaxation; a strong and positive smell, such as flowers or fresh-cut grass; or a particular favourite taste, such as chocolate or a piece of fruit. The skill here, that needs practice, is to associate this ‘interruption’ stimulus with the physiological indicator in Step 1. For example, as soon as I feel my stomach churn (Step 1), I immediately see the neon ‘stop’ sign (Step 2). This Step works, because it replaces one strong trigger (stomach churn) with another (neon sign); it becomes a useful distraction, and a helpful reminder, starting us down the System 2 path (“why am I looking at a neon sign?”). So we spend time thinking about, and concentrating on, the neon sign, rather than the stomach churn.

Step 3: Immediately replace the ‘programme interrupt’ stimulus with this 5-point ‘problem solving’ process, which is:

1. What’s the problem?
2. Why is it a problem?
3. What are my options?
4. Which of those do I prefer?
5. Do it!

If followed, this locks the learner into System 2 thinking. It is logical, analytical, and takes some time – ie is relatively slow. It moves the learner away from a quick and emotionally driven reaction, to one that is thoughtful, thought through and solution centred.

It is impossible to think simultaneously about two separate things: the more you tune in to one, the more you tune away from the other.

This three-step approach helps the learner do just that: move from being hijacked by System 1 thinking to a more reflective, thoughtful and effective System 2 thinking.

Arnie Skelton, Managing Director, Effective Training & Development Ltd

Membership Application 2018-2019



Why should you join the AHT?

- Your view will be represented on National Committees
- A national network of like-minded specialists for the exchange of good practice and support – Only a phone call or email away
- Seminars for skills updates, National Standards, Qualifications, Education and Training Initiatives, Manufacturers and Specialist Demonstrations
- Receive The Association’s magazine
- Entry for your learners to the largest UK students’ hairdressing competitions
- Annual General Seminar for your views to be heard and debated

Current membership for **1st October 2018 – 30th September 2019** – costs only **£25.00** per year

Please note: to be eligible for competitions, your membership should be current.

For more information contact:

National Treasurer: Jonathan Putt

Email: jputtahttreasurer@gmail.com

Membership Categories and Criteria

1. All those concerned in the delivery of vocational and ancillary related Hairdressing and Therapy subjects
2. Professional trainers and assessors of hairdressing and therapy within colleges or training centres, who hold or are working towards a teaching/assessing qualification (specify dates of achievement / enrolment)
3. Ex-members of the AHT who have left as a result of redundancy, change of post, or retirement provided they do not enter any employment contrary to the interest of the Association
4. Holders of a recognised comparable teaching qualification
5. Honorary members shall be elected at the AGM or EGM, by simple majority on a Proposition by either and Area or the NEC

Complete below and return with payment of **£25.00** made payable to **AHT** or **copy of standing order to:**

Jonathan Putt, National Treasurer, 9 Tamar Close, Whitefield, Manchester, M45 8SJ.

Members wishing to pay by standing order, please send an order to the above address or by email to:

jputtahttreasurer@gmail.com

Application/Renewal - Yes, I can appreciate what the AHT can do for me and wish to join:

Name		Regional Area_
College	Telephone:	
Home Address		Post code:
Teaching Qualification	Date of Achievement/enrolment:	
*Email		
*Alternative Email		
*Required field: I agree for membership, updates & information to be emailed to me - ✓		<input type="checkbox"/>

For further information refer to our privacy policy at www.aht-uk.com