

HELPING THE TRANSITION FROM NC TO HNC BY STRUCTURING THEORETICAL CONTENT

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PROFILE

Nazneen Hudda is a tutor on the HNC and HND Beauty Therapy, as well as teaching several FE courses. She has been nominated several times in the student-led teaching awards including for 'Most inspiring lecturer' and 'Best personal academic tutor' in the 2016 awards.

CONTEXT

The HNC and HND in Beauty Therapy are largely practical programmes taught face to face with the use of state of the art equipment to emulate a salon setting. As well as the practical content, students are also required to learn about anatomy and physiology as part of the programme. .

WHAT PROBLEM WERE YOU TRYING TO ADDRESS?

Most students coming in to the HNC Beauty Therapy have studied at NC level with us beforehand. Student feedback was that they really struggled with the step up from NC to HNC. Prior to the intervention, students would receive some anatomy and physiology content within a level 5 NC unit 'Human body' and anatomy would not be taught again until the level 7 HNC unit 'Anatomy and physiology'. At level 7, the content was more advanced and many students struggled with this highly scientific and theoretical content, which was in contrast to the practical nature of the rest of the course. In addition, this unit was taught by colleagues within the science department, and having new tutors who were perhaps not able to relate the content to the beauty therapy context, made things more difficult for the students.

WHAT CHANGES DID YOU MAKE?

We decided to change the content of the NC programme by introducing a new core unit at level 6, 'Wellness Therapies'. This unit includes some anatomy and physiology content and means that students get this throughout the NC, providing a better preparation for the HNC.

This change also coincided with my achieving a degree in Natural Sciences and so I was able to deliver the anatomy and physiology content myself, in this, and other units. When teaching students about different systems of the body, I was able to relate this to elements of beauty therapy they already knew about; so when learning about the lymph system I would explain how this related this to massage, for example. I make the content as interesting as I can; using lots of diagrams to

help students understand each body system. I also made use of interactive online resources created by the Educational Development Unit (EDU) which students can work through themselves at home to consolidate their learning.



HAS IT BEEN A SUCCESS?

Students are certainly finding the transition from NC to HNC easier, and I have found that pass rates for the anatomy units at level 7 have gone up compared to previous years. Feedback on the course is really good; this has also been helped by our move to the new campus with all of the wonderful facilities that we have here. I also think it really has helped that I have made these changes as part of an evolution of my teaching style and a development of my professional interest in anatomy and physiology. Hopefully I am bringing that interest alive for my students too.

If you wish to submit your own case study, or have any questions about this resource please contact:

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