

## **External Assessment**

### **Salon Business Environment Higher C02G 12**

#### ***Extended Case Study***

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## Note

Please note that any salons or individuals mentioned in this specification are entirely fictitious.



# 1. Extended Case Study overview

This national project specification provides details of the assessment tasks and evidence which candidates are expected to produce. It contains a degree of choice in terms of the way that the Extended Case Study is taken forward by centres so that it fits available resources and candidates' interests and personal strengths.

For the extended case study candidates carry out research and then respond to a given case study scenario. Candidates choose a scenario from those provided in the project specification. Candidates should research and compare at least two real-life points of view/cases identified in relation to the scenario. Candidates are expected to use the knowledge gained from their research to interpret, analyse and respond to the selected scenario. Candidates are required to put forward recommendations for follow-up action.

The Extended Case Study is designed to emphasise skills relating to interpreting and gathering information, analysing, decision-making and action planning.

Candidates are expected to produce evidence relating to:

- interpreting the initial scenario
- identifying and researching cases and associated issues
- consulting relevant individuals, organisations and agencies
- developing the outline scenario from two points of view
- analysing and comparing responses to the outline scenario
- recommending action
- evaluating the extended case study

Evidence requirements are as follows:

- a plan of action
- a research based report and a case study report with conclusions and recommendations
- evidence showing evaluation/review of the Extended Case Study

Copies of Units are available from the Scottish Qualifications Authority Sales Section, telephone 0141-242 2168; fax 0141-242 2244; e-mail [sales@sqa.org.uk](mailto:sales@sqa.org.uk)

The Scottish Qualifications Authority Helpdesk is available on 0141-242 2214.

## **Note:**

Please note that individual specifications should always be used in conjunction with the relevant *Arrangements for Project-based National Courses*. The *Arrangements* document lays down the overall requirements for project-based Courses for the given SQA.

This specification forms part of Section F of the above *Arrangements* document.

## 2. Recommended entry

We strongly advise that candidates should have embarked on or completed the Units in the National Course prior to embarking on the Extended Case Study. However, there may be candidates who, for whatever reason, choose to undertake the Extended Case Study without having completed or embarked upon those National Course Units. Such candidates should have demonstrated attainment in (and/or attained) qualifications that are equivalent in level to the Units of this National Course at Higher. These include:

- relevant SVQ Units
- other relevant qualifications or experience
- at the discretion of centre

Candidates will not be certificated for this National Course until they have both achieved the external assessment and successfully completed the component Units in the Course.

### 3. Case study scenarios

Candidates should choose one of the following three case studies for their project.

Candidates should select two real life hairdressing salons (case studies 1 and 2) or beauty salons (case study 3). Candidates should make their choices in consultation with their lecturer and in line with the evidence requirements from the National Course Units.

The Salon Business Environment project external assessment covers three major components:

- customer care
- selling of products and services
- health and safety in the work environment

There are industry standards for each of these components but each salon develops its own set of policies and practices. Candidates should be aware of this and be prepared to find a range of ways in which salons address key issues such as the need for effective customer care programmes.

As the range of products and services offered by salons becomes increasingly diverse, it is important for candidates to develop knowledge and understanding of a sales environment. It is also important for candidates to be aware of the obligations of employers and employees in ensuring the health, safety and welfare of employers, employees and the public. The external assessment allows candidates to integrate these three inter-related components of salon operation in order to develop knowledge and understanding of a salon business environment.

#### Case study 1

##### What candidates need to do:

- 1 Collect visual and documented evidence of the approaches taken by each salon relating to:
  - customer care
  - selling of products and services
  - health and safety in the work environment
- 2 From this material:
  - define both salon's approaches and strategies for promoting customer care practices and evaluate how successful they are in achieving their objectives
  - provide a commentary on how each salon promotes and sells its range of products and services and assess the effectiveness of each
  - describe the steps taken by each salon in order to ensure that each meets its obligations in relation to the health, safety and welfare of employees and the public

(research-based report, 1,000–1,500 words)
- 3 Respond to case study scenario 1 (*Hair Division*) by drawing on the policies and practices in Salons A and B to carry out the tasks given below:

- identify and critically analyse the causes of the problems at the *Hair Division* salon
- develop an action plan that would bring about improvement in each of the following:
  - customer care
  - the promotion and selling of products and services
  - health, safety and welfare of employees and customers
- produce a job description for the post of trainee stylist that incorporates the key aspects of your action plan given above

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusions and recommendations.

(case study report including conclusions and recommendations 2,500 words)



## Case study scenario 1

### Hair Division

Janice Cooper entered *Hair Division* for her 10.30am appointment. Since moving to Duncastle from London to take up her new job as a health and safety inspector with the Council, she had not found time to get her hair cut. *Hair Division* was the nearest hairdressing salon to her new flat and she thought that she would give it a try.

She could see immediately that it was a busy salon, there were at least five stylists working on that Saturday morning and a receptionist who was on the telephone. Despite the fact that there were two other customers waiting to be attended, the receptionist appeared to be chatting to a friend and making arrangements for visiting a nightclub. Eventually Janice, along with the two other clients, were ushered into a small area behind the reception desk where she was instructed to wait until her stylist was available.

After a few minutes waiting she began to notice that there appeared to be some bad feeling amongst the stylists. Two young stylists in particular seemed to be having an argument about whose turn it was to have Saturday afternoon off and some very uncomplimentary remarks passed between them which were clearly audible to everyone in the salon.

At the same time an older stylist appeared to be having an argument with a client about the results of hair colouring treatment and Janice – along with everyone else in the salon – heard her say to the customer, “Okay, so it’s a bit darker than you expected but at least it covers up your grey hair.” The customer was clearly not happy.

All arguments were stopped abruptly by a loud scream from the far corner of the salon where a woman was having her hair washed. It transpired that a young trainee had not checked the water temperature and had scalded the woman’s head and neck. Everyone’s attention was quickly diverted, however, as an old woman tripped over an electric cable that ran across the salon from the entrance to a fan heater some 20 feet away. It took a few moments before she was helped to her feet by a couple of stylists who clearly thought the incident to be funny.

As a trained health and safety officer, Janice could not help but notice a number of other hazards around the salon. There were at least two large patches of water on the floor on which anyone might have slipped. One of the patches was close to an electrical socket from which bare wires trailed downward from a plug. Two large boxes of hair care products blocked the fire door at the rear of the salon. A sign near the entrance read First Aid Point Here but there was clearly no first aid box on the shelf below the sign where it should have been located. A short visit to the toilet during her wait confirmed Janice’s fears – the washing and toilet facilities were unclean and would not have passed an inspection by one of her Council officers.

Shortly after this incident a man entered the salon to make an appointment only to find that his usual stylist Claire was absent from work and not expected back within a month. The receptionist told the customer that Claire had fallen off a ladder when trying to change one of the light bulbs in the ceiling. Despite the fact that Claire had broken her arm as a result of the fall, the receptionist clearly thought that the incident was very funny.

“I don’t know why I still come to this place,” sighed the woman sitting to the right of Janice. “Especially after what happened to my mother.” It turned out that the woman’s mother had visited Hair Division the previous week requesting a soft perm for her silver wedding celebration party. Apparently Daniel, the salon junior, had not read the instructions on the bottle of perming lotion that clearly stated that heat should not be used following application of the lotion. But that was precisely what David proceeded to do. He put 30 perming rods into his client’s hair, applied a whole bottle of perming lotion then placed her under a heated hood-

dryer for 30 minutes while he went off to phone his girlfriend. When the rollers came out, the lady almost died of fright. Instead of a soft perm, her hair had frizzed up into a huge ball around her face.

“Everyone here thought it was funny,” reported the woman. “It ruined my mother’s silver wedding, particularly when the stylist said that she looked like a hedgehog. What a way to treat customers. They still took her money though.”

“That’s typical of this place,” said the third woman waiting next to Janice. “If they spent as much time listening to the customer as they do trying to sell you hair products, these mistakes wouldn’t happen. They’ve all got sales targets to meet which is why they always try to flog as much conditioner and styling gel as possible. When they have finished selling you hair products, they start on the beauty products as well.”

The woman then pointed at a female stylist who was blow drying her client’s hair. “That’s Charlene,” she said to Janice. “If your appointment is with her, I’d suggest you find an excuse and leave now. She doesn’t know what time of day it is.”

The woman then went on to recount an incident that had taken place involving Charlene during her last visit to Hair Division. A woman had apparently made an appointment to have highlights put in her hair on the same morning, as she was to have an important job interview. Charlene didn’t know that the dye she had selected was only supposed to be used on particular types of hair, and that the maximum application time was five minutes – not the 25 minutes she had allowed. When Charlene eventually took the cap off, the highlights had turned bright pink and there were several purple patches of dye on the woman’s forehead and neck which no amount of washing and scrubbing would remove. “I’m sure she made a big impression at her interview,” remarked the woman to Janice.

“It’s Barbara that you want to avoid,” said the first woman pointing to a tall stylist nearby. “She can’t be bothered chatting to anyone over the age of 21 unless she’s making jokes about their bald spots and grey patches.”

Janice had seen and heard enough. She told the receptionist (who was still talking to her friend on the telephone) that she could not wait any longer and left the salon. There had to be a hairdressing salon somewhere in Duncastle that took customer care more seriously and where you had more than an even chance of avoiding a serious accident.

## Case study 2

### What candidates need to do:

1. Collect visual and documented evidence of the approaches taken by each salon relating to:
  - customer care
  - selling of products and services
  - health and safety in the work environment
2. From this material:
  - define both salon's approaches and strategies for promoting customer care practices and evaluate how successful they are in achieving their objectives
  - provide a commentary on how each salon promotes and sells its range of products and services and assess the effectiveness of each
  - describe the steps taken by each salon in order to ensure that each meets its obligations in relation to the health, safety and welfare of employees and the public

(research-based report, 1,000–1,500 words)
3. Respond to case study 2 scenario (*Hair Today*) by drawing on the policies and practices in salons A and B to carry out the tasks given below:
  - Bill Watt has asked you to produce a customer care policy that would address the problems identified in Alan Wilson's report on Hair Today. Your policy should include aims and objectives, together with how you plan to monitor and evaluate its effectiveness
  - develop a proposal for a training programme that would help all salon staff to promote and sell a range of products and services
  - produce a short guideline paper for Bill Watt and his employees that takes account of health and safety issues in the salon and also relevant legislation
  - produce a job description for the post of trainee stylist at Hair Today that incorporates duties and responsibilities in relation to customer care, sales of products and services and health and safety

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusions and recommendations.

(case study report including conclusions and recommendations 2,500 words)

## Case study scenario 2

### Hair Today

Bill Watt finished studying the report, put it down on his desk with a heavy sigh. It certainly did not make good reading.

Bill had inherited a hairdressing business called *Hair Today* six months ago from his aunt who had owned the salon previously. He did not know anything about hairdressing and beauty services but he knew how to read a set of accounts and he could see that the business was not in good shape financially. The salon's income had declined by 40% over the past two years and the business was no longer profitable.

Bill had asked an old friend Alan Wilson, who ran two very successful hairdressing salons in a large town, if he would visit the salon and cast an experienced eye over its operation. Alan agreed to help his friend and the subsequent report on Bill's desk contained list of observations and a frank assessment of the problems at *Hair Today*.

The following sections summarise the main points in Alan Wilson's report on *Hair Today*.

#### Salon environment

- There is no customer care policy at *Hair Today*.
- The reception area is untidy and cluttered with old magazines, newspapers and the staff's unwashed coffee mugs. Customers are not offered any refreshments.
- The salon is uncomfortably cold and many customers complain that the water is not warm enough when they are having their hair washed.
- Only the first clients in the day are provided with fresh towels.

#### Staff-customer relations

- The three senior stylists are competent but they do not have a good rapport with clients generally. They don't appear interested in what the customer needs or wants and their body language, negative gestures, and tone of voice indicate a lack of enthusiasm.
- None of the stylists wear clothing or hairstyles that suitably reflect the image of a modern up-market city salon. One stylist's hair is untidy and her fingernails are unclean.
- John and Angela, the two salon juniors, have a better rapport with customers but they are the least experienced of the stylists and both attempt cuts that they have not been trained to perform. This often leads to complaints and disappointed customers.
- Two of the stylists are often late for work and customers are kept waiting.
- There are frequent delays in answering the telephone because Jean the receptionist is often away from her desk talking to the stylists or outside smoking. The receptionist has a poor attendance record and is frequently absent from work which means that stylists have to answer the telephone and make appointments whilst they are working with customers. This frequently leads to mix-ups over appointments and double bookings.

- Customers are often overcharged due to the carelessness in the completion of bills.

### **Management**

- Brenda, the salon manager and senior stylist, is not really interested in managing the salon or training the staff. She over-reacts when dealing with customer complaints and often ends up raising her voice to customers or being sarcastic.
- There are no established procedures for dealing with customer complaints, nor are details ever recorded. Brenda usually gives clients their money back rather than try to find solutions to problems.
- *Hair Today* does not keep a record of client information.
- There is a pile of unanswered letters of complaint from customers on Brenda's desk. Some are over three months old.

### **Sales environment**

- None of the staff appear to be interested in selling hair or beauty products, nor do they promote styling services such as highlighting and hair extensions, or beauty treatments such as sunbed tanning. Their knowledge of the product range is poor. There are no products on display and sales only happen when a customer requests a hair care item from the stock room.
- It is also evidence that opportunities for sales of beauty products and services are lost because Morag, the beautician working in the small premises adjoining the salon, is not interested in selling. "Customers hate it," she told Alan. "If you put pressure on them to buy products they won't come back. I'm a beautician, not a sales executive."

### **Health and Safety**

- There is no health and safety policy at the salon and the stylists have no knowledge of health and safety regulations.
- Brenda, the manager, has no knowledge of the common law obligations in relation to health and safety.
- Two accidents have occurred in the salon during the past fortnight. David, the salon junior, was taken to hospital after receiving an electric shock when he touched an exposed electrical wire in the small kitchen. Another incident occurred during the same week when a large ultra violet tube fell from the hood of a sunbed and knocked a customer unconscious for over two minutes. Both incidents resulted in an ambulance being called to the salon but neither accident was reported or recorded.

The store room is cluttered with assorted products, many of which have passed their sell-by date or have been damaged through careless storage. The stairway leading down to the stock room is blocked with furniture and the area is poorly lit.

## Case study 3

### What candidates need to do:

1. Collect visual and documented evidence of the approaches taken by each salon relating to:
  - customer care
  - selling of products and services
  - health and safety in the work environment.
2. From this material:
  - define both salon's approaches and strategies for promoting customer care practices and evaluate how successful they are in achieving their objectives
  - provide a commentary on how each salon promotes and sells its range of products and services and assess the effectiveness of each
  - describe the steps taken by each salon in order to ensure that each meets its obligations in relation to the health, safety and welfare of employees and the public

(research-based report, 1,000–1,500 words)
3. Respond to Case Study scenario 3 (*Barbara's Beauty Boutique*) by drawing on the policies and practices in Salons A and B to carry out the tasks given below:
  - identify and critically analyse the principal causes of the problems at *Barbara's Beauty Boutique*
  - John Collins has asked you to produce a customer care policy that would address the problems described in the recent letters. Your policy should include aims and objectives, together with how you plan to monitor and evaluate its effectiveness
  - produce a short guideline paper for John Collins and staff employed in the Salon that takes account of health and safety issues and also relevant legislation
  - produce a job description for the post of trainee beauty therapist at *Barbara's Beauty Boutique* that incorporates duties and responsibilities in relation to customer care, sales of products and services and health and safety

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusions and recommendations.

(case study report including conclusions and recommendations 2,500 words)

## Case study scenario 3

### Barbara's Beauty Boutique

John Collins looked at the letters on his desk and shook his head. As the General Manager of Framptons Department Store it was his job to deal with letters of complaint, but to have received four letters on the same Monday morning was worrying. To make matters worse, the complaints all related to one aspect of the store's operations – *Barbara's Beauty Boutique* – a beauty services salon situated on the third floor. The letters confirmed the growing concerns John Collins had about the salon and its practices. The first was from Dr Sneddon at the nearby medical centre.

#### Westway Medical Centre

To The Manager  
Framptons Department Store

Dear Mr Collins

I wish to bring to your attention my concerns about practices in your Store's beauty salon. During the past few months a number of my patients have required medical treatment as a direct result of beauty treatments carried out at the salon. The following points summarise my concerns.

- One patient presented burns to her legs following a session of depilation which she believed was caused by the temperature of the wax used being too high.
- I provided emergency treatment for an allergic reaction to the eyes of another patient following eyelash tinting. I understand that no skin test was carried out beforehand to determine possible allergies.
- I was forced to refer a young woman to a skin specialist as a result of a waxing treatment that appeared to have been carried out on her skin whilst it was bruised. Your staff should have known that this was not a sensible course of action.
- I have clear evidence of staff at your salon providing specialist services for clients who were already receiving medical treatment for conditions such as hormone replacement therapy and diabetes. The use of electrical equipment in your salon has, in my view, adversely affected their health. I should stress that at no time did I receive an application for consent for such treatments to proceed.

Yours sincerely

**Doctor Anne Sneddon**

The following three letters were also very worrying.

**Barry and Johnston  
Solicitors  
13 New Mains Road**

Dear Mr Collins

I write on behalf of my clients Miss Alice Carr and her sister Miss Margaret Carr who have raised a complaint relating to practices at Barbara's Beauty Boutique, a beauty salon located in Framptons Department Store. On the 16<sup>th</sup> of May during the course of her first treatment at Barbara's Boutique, Margaret Carr was advised by one of the staff that the removal of a facial mole would be a straightforward procedure that could be carried out at the Boutique for a fee of £75. The therapist persuaded Miss Carr that this cosmetic procedure would "enhance her appearance" and so she subsequently agreed to the treatment. As a direct consequence of the removal of her mole, Miss Carr experienced considerable pain, together with associated skin problems, and was absent for work for almost two weeks.

Miss Alice Carr, her sister, also experienced health problems as a result of treatment for varicose veins at your salon. The course of treatments provided by one of your therapists only served to exacerbate the problem and Miss Carr has been unable to walk without pain for over two months.

It is my understanding that beauty therapists are not generally qualified to carry out surgical or medical procedures such as those outlined above, particularly when no prior consultation was carried out to determine if there were contra indications to such treatments. In doing so they have acted in contravention of the Code of Ethics (Salons) and have placed the health of my clients at risk.

I look forward to your early response in order that my clients can determine whether legal recourse is open to them.

Yours sincerely

**Derek Hunt  
Solicitor**



**Duncastle City Council**  
Department of Occupational Health and Safety

Dear Mr Collins

I regret to inform you that following a visit to the beauty salon situated within your department store a number of very serious health and safety issues have been raised with the Council's Director of Health and Safety. The visit last week followed a number of recent complaints by members of the public who have received treatments and other services provided by therapists at Barbara's Boutique. My officers who visited the salon reported the following concerns.

- 1 The electrical equipment used by therapists to perform facial and body treatments were neither switched off nor cleaned during the changeovers of clients.
- 2 Equipment such as tweezers and eyebrow brushes were not properly cleaned or sterilised and the spatulas used for depilation were unclean from previous use.
- 3 The temperature of water used for pedicure treatments was frequently too high with the subsequent danger of scalding.
- 4 The Salon's failure to carry out proper disposal procedures for needles was in direct contravention of the COSHH Regulations 1994.
- 5 The safety of both clients and therapists was at risk from trailing electrical leads and poorly wired plugs.

In view of the foregoing concerns I plan to visit your salon again in two weeks time to determine whether appropriate action has been taken to remedy this situation.

Yours sincerely

**Jane Kirk**  
**Senior Health and Safety Inspector**

**61 Redway Walk  
Duncastle**

Dear Sir or Madam

I write to express my dissatisfaction at the service provided by Barbara's Boutique which I visited for the first time last week.

Following the session with one of your therapists, I was annoyed to learn that the bill was much higher than the price she had quoted me over the telephone since it included a number of extras that I had not expected to pay for. Only then did she inform me that I would also require to undergo an additional five sessions in order to improve the quality of my skin. Furthermore, I was persuaded by your therapist to purchase a substantial number of skin care cosmetics including cleaners, toners, face masks and moisturisers since she assured me that using them regularly would "take between five and ten years off my age."

Regrettably, it has not taken between 5 and 10 years off my age – it has instead taken £85 out of my bank account and I feel that I have been conned. To make matters worse I have learned that the same therapist disclosed private information about me to another client who is in fact my next door neighbour.

I do not expect to be back at Barbara's Beauty Boutique in future, nor Framptons Department Store.

Yours sincerely

**Pamela Strong**

John Collins shook his head in disbelief as he made his way down to the third floor. A visit to *Barbara's Beauty Boutique* would be top of his priority list that morning.

## 4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
Managing Customer Care	1.0	D672 12
Sales Environment	1.0	D0Y7 12 (6340016)
Health and Safety in the Work Environment	1.0	D11M 12 (7160026)

All external assessments for project-based National Courses cover a minimum of two thirds of the Outcomes from the component Units. For this project these are:

### Units: Managing Customer Care

1. Analyse a customer care problem.
2. Devise a customer care programme.
3. Plan the implementation and evaluation of a customer care programme.
4. Promote a customer care programme.

### Units: Sales Environment

3. Describe the role of Customer Care.

### Units: Health and Safety in the Work Environment

1. Explain how common law duties, UK and European legislation affect health and safety issues in respect of employers, employees and the public.
2. Conduct an investigation on potential health and safety hazards in a selected occupation.
4. Explain the mandatory procedures applicable to the reporting of accidents or injuries in a selected workplace.

It is strongly advised that candidates should have completed the assessments for the component Units before undertaking the external assessment.

## 5. Subject/occupationally-related knowledge and skills

The Extended Case Study allows candidates to further develop knowledge of:

- key factors in maintaining positive relationships with customers
- how to resolve customer complaints
- instances of customer dissatisfaction
- the impact of good customer care on business success
- key components of an effective customer care plan
- factors affecting customer care problems
- opportunities for selling products and services related to a salon business
- key interpersonal skills of salon staff
- methods of recording and maintaining client information
- common law duties and legislation relating to health and safety at work
- potential health and safety hazards in a salon business environment
- procedures for reporting accidents or injuries in the workplace

It also allows candidates to further develop and apply skills in:

- establishing customer care problems
- active listening
- use of questioning skills
- developing appropriate actions to address problems
- devising a customer care programme
- developing aims and objectives
- planning the implementation of a customer care programme
- evaluating the effectiveness of a customer care programme
- explaining procedures
- providing information and advice
- investigating potential health and safety hazards in a salon
- problem-solving in relation to customer care
- problem-solving in relation to health and safety problems

The activities are designed to enable the candidate to develop knowledge of industry practice and standards. By applying these to the outline scenarios, candidates will be able to demonstrate their understanding of concepts and practices associated with customer care, selling products and services, and health and safety in the work environment.

Primary research will provide candidates with insight into how salon businesses approach and overcome problems. Research-based activities will enable candidates to think critically, to compare practices across salons and to understand that each salon may take a different approach to the challenges facing them.

## 6. Candidate evidence requirements and allocation of marks

### General information

The three stages of the Extended Case Study for all project-based National Courses at Higher are:

- planning
- developing
- evaluating

Here we describe evidence requirements which apply to each of the three stages of the Extended Case Study. Where there are specific evidence requirements relating to this Course, these are given later in this section.

For the report writing parts of the project done under supervised rather than centre-invigilated conditions there is the possibility of over-lengthy submissions. Candidates should be aware that they will not improve their grades by submitting over-lengthy reports. If they significantly exceed the given word count they will be penalised – markers will mark these parts out of 80 rather than 90.

Word counts should be indicated where appropriate. If quotations have been included in a report, these should be part of the word count. Word counts should not however include any footnotes or bibliography.

### Planning

Candidates must produce a 500 word (or equivalent) plan of action. The plan should include an introduction and a main body. Centres should ensure that candidates have, or are taught, the necessary skills to devise their own plan before they start the project.

For the introduction of the plan, candidates should outline:

- the rationale for selecting the cases to be researched
- the aims and objectives of the research
- the aims and objectives of candidates' responses to scenarios
- the timescales for achieving the aims and objectives

For the main body of the plan, candidates should:

- identify main issues for research
- identify research methods
- cross reference research methods to the selected cases and aims and objectives of the candidates' responses to scenarios

The plan of action should be produced in a supervised environment although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action but each plan must be tailored to the candidate's own project and the action points should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that, as the plan underpins the rest of the project, centres should ensure that no candidate proceeded to the development stage until the candidate has devised a plan that is potentially workable. The level of support that candidates need to devise a viable plan of action will of course vary from candidate to candidate. Centres should indicate the level of support needed for each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases however, if the level of support and intervention needed is more than that which would normally be seen as reasonable, the authenticity of the candidate's work may be called into question. If the level of input needed from the lecturer is above normal (for example, the quality of the plan was such that it would mean that the project would be workable if the plan was not revised) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage.

## Developing

Candidates are required to produce a research-based report which should include:

- a contents page
- a rationale for selecting particular cases
- a main body of researched material relating to selected cases
- written responses to tasks set relating to researched material
- a list of acknowledgements of sources and references

The research-based report should be in written form or equivalent and be between 1,000 and 1,500 words at Higher. The research-based report should be written up in supervised conditions over a period of time agreed between the candidate and the lecturer.

Candidates are also expected to produce a case study report which should include:

- a contents page
- responses to the set tasks relating to the case study scenario
- conclusions
- recommendations
- a list of acknowledgements of sources and references

The case study report, which includes conclusions and recommendations, should be in written form and 2,500 words or equivalent in length at Higher. Candidates should be allowed to see the case study scenario at the outset of the Course. The write-up of the case study report should take place towards the latter part of the 40 hours (ie the hours allocated to each Course in addition to the 120 hours for the Units) in centre-invigilated conditions.

Candidates should be allowed up to two hours 30 minutes to write up the case study report, conclusions and recommendations. They should be allowed to take one and a half sides of A4 page of notes (maximum of 300 words or equivalent) which they have prepared, into the room with them, as well as any diagrams or appendices they have prepared to include with the report. They should not be allowed to take a draft of the report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own. The notes must be submitted along with the case study report.

The accommodation for writing-up the report should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way

## Evaluating

Candidates must produce an evaluation report which should:

- provide a brief outline of what the extended case study was about
- review and update the action plan in the light of experience
- assess the effectiveness of the action plan
- comment on the suitability of the cases which were selected
- identify knowledge and skills which have been gained and/or developed
- assess the effectiveness of any research methods used
- assess the strengths and weaknesses of the main body of the case study report
- determine to what extent the responses meet the requirements of the set tasks
- include any feedback from or about the cases concerned if appropriate

The evaluation report should be 500 words, or equivalent, in length for the Extended Case Study at Higher. The report should be produced in centre-invigilated conditions although candidates may carry out the preparation beforehand.

Candidates should be allowed up to one hour 30 minutes to produce the evaluation report. Candidates should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) which they have prepared, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

For this activity, the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

## Specific evidence requirements and assessment arrangements for the Extended Case Study for Salon Business Environment at Higher

Planning	
Evidence:	Plan of action. 500 words <i>or</i> equivalent (40 marks)
Conditions of external assessment:	Supervised
Who assesses it?	Plan to be sent to SQA for marking

Developing	
Evidence:	<p>A Written research-based report 1,000–1,500 words <i>or</i> equivalent (50 marks)</p> <p>B Written case study report including conclusions and recommendations 2,500 words <i>or</i> equivalent (70 marks)</p>
Conditions of external assessment:	<p>A Supervised</p> <p>B Centre-invigilated – up to two hours</p>
Who assesses the evidence?	Reports to be sent to SQA for marking

Evaluating	
Evidence:	Evaluation report 500 words <i>or</i> equivalent (40 marks)
Conditions of external assessment:	Centre-invigilated Up to one hour 30 minutes
Who assesses it?	Report to be sent to SQA for marking

It is important that candidates know that they will be deducted for submitted evidence that significantly exceeds the stated word count.



## **Specific additional information and requirements**

### **Salon Business Environment: planning stage**

The written plan should be structured to include the following:

- An introduction which clearly outlines:
  - the rationale for selecting the salons to be researched.
  - the aims of the research and the responses to the scenarios
  - timescales for achieving aims
- A main body of the plan which identified the main issues for research and research methods, all of which should be clearly cross-referenced to the selected cases and aims of the candidate's responses to the scenarios. Candidates should be encouraged to produce details of their proposed activities in a diagrammatic form.

Two aspects will be considered for grading purposes:

- candidates' ability to draw up action plans
- candidates' ability to monitor progress against their plans

**Total marks: 40**

### **Salon Business Environment: developing stage**

#### **1. Research-based report – 1,000 to 1,500 words**

The written research-based report should be between 1,000 to 1,500 words and should be written up under supervised conditions.

The report should be structured as follows:

- a contents page
- a rationale for selecting particular cases
- the main body of researched material relating to selected cases
- written responses to tasks set in relation to researched material
- a list of acknowledgements of sources and references

From the material gathered candidates should provide:

	Marks allocated
<ul style="list-style-type: none"> <li>a definition of both salon's approaches and strategies for promoting customer care practices and evaluate how successful they are in achieving their objectives</li> </ul>	25
<ul style="list-style-type: none"> <li>commentary on how each salon promotes and sells its range of products and services and assess the effectiveness of each</li> </ul>	10
<ul style="list-style-type: none"> <li>describe the steps taken by each salon in order to ensure that each meets its obligations in relation to the health, safety and welfare of employees and the public</li> </ul>	15
<b>Total marks:</b>	<b>50</b>

## 2. Case study report based on scenarios with conclusions and recommendations - 2,500 words

The case study report and conclusions and recommendations should be in written form and about 2,500 words in length. The written case study report part should be about 2,000 words. The written conclusions and recommendations should be about 500 words. The conclusions and recommendations should be clearly related to the various set tasks of the scenario.

### Case study 1: Hair Division

The marks for the report to be allocated as follows:

	Marks allocated
<ul style="list-style-type: none"> <li>identification and critically analysis of the causes of the problems at the <i>Hair Division</i> salon</li> </ul>	20
<ul style="list-style-type: none"> <li>an action plan that would bring about improvement in each of the following:               <ul style="list-style-type: none"> <li>customer care</li> <li>the promotion and selling of products and services</li> <li>health, safety and welfare of employees and customers</li> </ul> </li> </ul>	35
<ul style="list-style-type: none"> <li>job description for the post of trainee stylist that incorporates the key aspects of the action plan in above</li> </ul>	15
<b>Total marks:</b>	<b>70</b>

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusion and recommendations.

OR

## Case study 2: Hair Today

The marks for the report to be allocated as follows:

	Marks allocated
• customer care policy that would address the problems identified in Alan Wilson's report on <i>Hair Today</i> . Policy should include aims and objectives, together with how candidate plans to monitor and evaluate its effectiveness	30
• outline proposal for a training programme that would help all salon staff to promote and sell a range of products and services	10
• short guideline paper for Bill Watt and his employees that takes account of health and safety issues in the salon and also relevant legislation	15
• job description for the post of trainee stylist at <i>Hair Today</i> that incorporates duties and responsibilities in relation to customer care, sales of products and services and health and safety	15
<b>Total marks:</b>	<b>70</b>

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusion and recommendations.

OR

## Case study 3: Barbara's Beauty Boutique

The marks for the report to be allocated as follows:

	Marks allocated
• identification and critical analysis of the principal causes of the problems at <i>Barbara's Beauty Boutique</i>	15
• customer care policy that would address the problems described in the recent letters. Should include aims and objectives, together with plan to monitor and evaluate its effectiveness	25
• short guideline paper for John Collins and staff employed in the Salon that takes account of health and safety issues and also relevant legislation	15
• job description for the post of trainee beauty therapist at <i>Barbara's Beauty Boutique</i> that incorporates duties and responsibilities in relation to customer care, sales of products and services and health and safety	15
<b>Total marks:</b>	<b>70</b>

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusion and recommendations.

## Salon Business Environment: evaluating stage

See general information earlier in this section.

**Total marks: 40**

## 7. Marking and grading

The assessment evidence for extended case studies in project-based National Courses is marked externally by SQA.

The total mark for the Extended Case Study is 200, (this large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment). These marks will be allocated to assessment evidence from the three Extended Case Study stages as follows in *Table A*.

*Table A*

Extended Case Study Stage	Assessment Evidence	Mark Allocation
Planning	Plan of action	40
Developing	Written research-based report	50
	Written case study report including written conclusions and recommendations	70
Evaluating	Evaluation report	40

To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three Extended Case Study stages is assessed. The use of such mark categories linked to broad criteria, allows for the aggregation of the various parts of the assessment which do not necessarily have the same weighting in the overall grade. *Table B* shows the broad criteria for assessing candidate evidence. Assessors in centres should use these firstly to decide on mark range that is appropriate and secondly to decide on the precise mark to be given. (See *Estimates and Appeals* later in this section).

Although it is possible for candidates to be given bands 7, 8 and 9 which are described as 'fails', no such categories will appear on candidates' certificates. This information should help centres agree estimates of candidate performance and provide feedback to candidates for remediation purposes.

All National Courses assessed by extended case study are subject to external marking. External Markers and Visiting Moderators will be trained by SQA to apply national standards. As candidate evidence becomes available exemplars will be issued to centres as guidance.

## Extended Case Study

*Table B*

Higher			Plan of action	Research-based report, case study report, conclusions and recommendations	Evaluation
<b>Levels of performance: broad level-related criteria</b>	Equivalent to		Mark range	Mark range	Mark range
Content and scope: appropriate for level Treatment: excellent	Upper A 85%–100% (Band 1)		34–40	102–120	34–40
Content and scope: appropriate for level Treatment: consistently thorough	Lower A 70–84% (Band 2)		28–33	84–101	28–33
Content and scope: appropriate for level Treatment: thorough in parts	B 60–69% (Bands 3 & 4)		24–27	72–83	24–27
Content and scope: appropriate for level Treatment: adequate	C 50–59% (Bands 5 & 6)		20–23	60–71	20–23
Content and scope: appropriate for level Treatment: adequate only in parts OR Content and scope: basic for level Treatment: thorough	Fail 40–49% (Bands 7 & 8)		16–19	48–59	16–19
Content and scope: appropriate for level Treatment: generally poor OR Content and scope: basic for level Treatment: adequate or poor	Fail Below 40% (Band 9)		<16	<48	<16

Note:

Content and scope: defined as how appropriately or otherwise the candidate interprets the level of demand for the specification

Treatment: defined as how successfully or otherwise the candidate tackles the project

## Estimates and appeals

Although this Extended Case Study is externally assessed by SQA, candidates will benefit from estimate grades based on accurate internal assessment of their projects, ie the grade assessors judge a candidate should be awarded, based on all the available evidence. The processes for deciding an estimate grade are similar to the processes the External Markers use for the final assessment. The main benefit of an estimate to an individual candidate is that an appeal can be submitted against an external decision where the estimate given the candidate was at grade C or better. An appeal will not normally be considered for candidates for whom no estimate has been received. The SQA will provide a form for submission of estimates.

For the internal marking process for estimates, internal assessors are expected to:

- Compare candidate evidence arising from each stage of the Extended Case Study to the criteria outlined in *Table B* and decide on the mark category which most accurately describes it.
- Decide on a particular mark for the candidate, within that broad mark category for each stage, depending on how marginal was the decision.
- Maintain a brief record of why a certain mark was given for each of the three Extended Case Study stages (for internal moderation purposes).
- Follow the internal moderation processes within their centre (see the section on *Internal moderation* below).
- Aggregate the internally moderated marks for each candidate. That gives a total mark out of 200.
- Divide that total mark by 2 to give a percentage.
- Convert the overall % mark for each candidate into an estimate grade and band using *Table C*.

*Table C*

% Mark range	Grade	Band (for estimates)
85–100	A (upper)	1
70–84	A (lower)	2
65–69	B (upper)	3
60–64	B (lower)	4
55–59	C (upper)	5
50–54	C (lower)	6
45–49	Fail (near miss)	7
40–44	Fail	8
Less than 40	Fail	9

- Check the grade already given to candidates against the grade descriptions tabled below, (*Table D*). This is to ensure that candidates have effectively integrated each stage of the Extended Case Study. Please use the grade descriptions as a touchstone against which grades can be checked.
- Provide estimates as bands.

## Grade Descriptions for an Extended Case Study at Higher

*Table D*

A	B	C
Content and scope appropriate for Higher		
And looking at the evidence as a whole:	And looking at the evidence as a whole:	And looking at the evidence as a whole:
<p><b>A case study at Grade A:</b></p> <ul style="list-style-type: none"> <li>• is a seamless, coherent piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a high standard and is quite clearly inter-related</li> <li>• is a piece of work to which candidates have brought an accurate and insightful interpretation of the Extended Case Study specification</li> <li>• is highly focused and relevant to the content of the Units</li> <li>• is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content</li> <li>• is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units</li> <li>• contains evidence that knowledge and skills have been applied to complex situations/contexts/data</li> </ul>	<p><b>A case study at Grade B:</b></p> <ul style="list-style-type: none"> <li>• is a well co-ordinated piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a good standard and is inter-related, in most respects</li> <li>• is a piece of work to which candidates have brought an accurate and insightful interpretation of the Extended Case Study specification</li> <li>• is focused and relevant to the content of the Units</li> <li>• is clear and well-structured throughout and language used is of a good standard in terms of level, accuracy and technical content</li> <li>• is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units</li> <li>• contains evidence that knowledge and skills have been applied to situations with varying degrees of complexity</li> </ul>	<p><b>A case study at Grade C:</b></p> <ul style="list-style-type: none"> <li>• is a reasonably well co-ordinated piece of work in which evidence of the three essential phases of the Extended Case Study is produced to an adequate standard and is fairly well inter-related</li> <li>• is a piece of work to which candidates have brought an acceptable interpretation of the Extended Case Study specification</li> <li>• is fairly well focused and relevant to the contents of the Units</li> <li>• is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content</li> <li>• is a piece of work in which consolidation and integration of knowledge, understanding and skills from the Course Units may lack some continuity and consistency</li> <li>• contains evidence that knowledge and skills have been applied generally to straightforward contexts, situations, and data</li> </ul>

## **Additional information for grade descriptions for Salon Business Environment**

### **Content:**

The nature of the tasks associated with the case study scenarios requires candidates to apply the knowledge gained from their research to the situations portrayed in either scenario 1 (Hair Division), scenario 2 (Hair Today) or scenario 3 (Barbara's Boutique). Candidates who are able to demonstrate an ability to apply knowledge of an effective customer care programme to any of the case study scenarios would be rewarded with higher marks than a candidate who, for example, was only able to describe the key components of such a programme.

Similarly, a candidate who is able to identify and assess the underlying problems at either salon would receive a higher grade than one that identified or described only the symptoms.

The key skills in responding to the case study scenarios are:

- the ability to identify and critically assess problems in either salon
- the ability to devise a range of solutions that would address the problems and bring about improvements
- the ability to draw from research into real-life hairdressing/beauty salons and apply concepts and practices to the scenarios in a meaningful way
- the ability to devise creative and appropriate solutions to the problems described in the scenarios
- the ability to consolidate and integrate knowledge, understanding and skills from the Course Units

### **Presentation:**

Candidates who present their responses in a structured and business-like fashion will be rewarded with higher marks than one who did not. The nature of what the candidate are required to do in response to each of the case study scenarios, eg produce a customer care policy or a job description for a salon junior, provides opportunities for candidates to demonstrate a knowledge of business language and terminology, and also an ability to present the features and benefits of their proposed strategies for improvement.

Candidates whose responses that are neatly presented, focused and well-structured would receive higher marks than responses that do not demonstrate these features.



## Internal moderation

The internal moderator oversees:

- the internal moderation process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal moderator should be a specialist in the subject. (It may be helpful in the first few years of these project-based National Courses to do a cross-subject moderation of samples of like parts such as the plans of action and evaluation reports. Such additional cross-subject internal moderation is however not mandatory.)
- a consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.
- finalisation of estimate grades and submission of candidate evidence. A form will be available for this purpose.

(See *Guide to Assessment and Quality Assurance for Colleges of Further Education*, SQA June 1999 for further information relating to internal moderation. A guide to good practice for internal moderation is also under development.)

## Submitting candidate evidence to SQA

Specific information on this part of the process will be circulated to centres. Where materials have to be sent to SQA for marking you will be provided with any necessary packaging materials.

The following must be sent to SQA for the Extended Case Study:

- plan of action
- research-based report
- case study report including conclusions and recommendations
- evaluation report

Note: In addition, centres will be expected to submit all notes used by candidates during write-up sessions.

## 8. Investigating tools

Candidates are likely to make use of many of the following investigating tools during the Extended Case Study.

### Research techniques

- face-to-face interviews
- discussion groups
- use of questionnaire
- use of secondary information, eg use of trade magazines, catalogues and reports
- personal visits to salons, training establishments, etc

### Information sources

Sources of information could include:

- trade magazines and journals
- salon policy statements
- salon procedure manuals
- salon job descriptions and responsibilities
- industry benchmarks, performance indicators or competencies
- interviews with salon managers and staff
- salon records and documentation
- health and safety legislation

### Accessing information

Candidates could visit/contact/use:

- visits to salons
- meetings with salon staff (face-to-face, telephone)
- written correspondence
- email
- questionnaires

The methods of research should be discussed and agreed with the lecturer. Candidates should not contact any person from any organisation outside the centre without prior permission from the lecturer. Candidates should be realistic in the demands they may make on those they approach for information; guidance about this should be given by the lecturer may be needed in this area. Centres should be aware of the need to be sensitive to the negative as well as the positive effects that telephone calls, requests for material, interviews and so on may have on organisations and individuals. It may be more appropriate to use the Internet, desk-based research and/or draw upon candidate's previous learning and experience, rather than make a personal approach to an organisation. However, the final decision on the most suitable approach lies with candidates and their lecturers.

## References supplied by candidates

Please note that it is legitimate for candidates to use brief quotations from information sources such as articles (in print or stored electronically) or books. Such quotations must be placed within quotation marks followed by the reference, including the chapter and or section and page number. Texts referred to should be included in the bibliography.

The following format for references should be used:

### Books

Author's surname, followed by forename or initials, title of book (in italics or underlined), place of publication, name of publisher, year of publication.

For example:

Barton, T, *Fieldwork for Geographers*, London: Edward Arnold, 1985

### Articles

Author's surname, followed by forename or initials, title of the article (in inverted commas), title of the periodical (underlined or in italics), volume number, part number, year of publication, page number(s).

For example:

Sugden, DE, 'Perspectives on the Glaciation of Scotland', *SAGT Journal No. 17*, 1988, pp 4–10.

### Maps and Diagrams

Sources should be given on each map and diagram and should be stated in the same format as for books and articles, as appropriate.

For example:

Microsoft Encarta 1997

### Internet

If a website has been used then the address (URL) must be disclosed.

For example:

[www.sqa.org.uk](http://www.sqa.org.uk)

**It is important to note that unacknowledged copying will be penalised, usually by cancellation of the candidate entry.**

## 9. Core Skills

It is possible that successful attainment of this Course would lead to the automatic certification of particular Core Skills or Core Skill components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

It should be noted that this project, in common with other project-based Courses, follows the planning/developing/evaluating cycle. As a result of this it is likely that successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2. The final Core Skills statement, as above, will confirm this.