

## National Unit Specification: general information

**UNIT** Hairdressing — Salon Assistant: An Activity Approach  
(Access 2)

**CODE** DV2X 08

### SUMMARY

This Unit is designed principally for candidates developing the skills required to experience the real working environment of a hairdressing salon and to develop an awareness of customer care and health and safety in the salon. This Unit forms part of the Skillstart Group Award, but may also be taken as a free-standing Unit.

### OUTCOMES

- 1 Describe the main features of the work situation.
- 2 Carry out allocated tasks in the work situation while supervised.
- 3 Explain Health and Safety regulations and safe working practices appropriate to the occupation.
- 4 Analyse the contribution made by the experience to his/her awareness of personal suitability for the vocation area.

### RECOMMENDED ENTRY

Entry to this Unit is at the discretion of the centre. There is no preferred entry level for this Unit.

### CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

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### Administrative Information

**Superclass:** HC

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## **National Unit Specification: general information (cont)**

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### **CORE SKILLS**

There are no Core Skills for this Unit.

## **National Unit Specification: statement of standards**

### **UNIT        Hairdressing — Salon Assistant: An Activity Approach (Access 2)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Describe the main features of the work situation

##### **Performance Criteria**

- (a) The identification made of the main functions of the workplace is accurate.
- (b) The identification of essential equipment and facilities is accurate.
- (c) The identification of major processes involved in the work is accurate.

##### **Evidence Requirements**

Evidence for each Performance Criterion should be gathered from the candidate's answers to questions. The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, Braille, computer-assisted communication.

In relation to Performance Criterion (a) the candidate should identify at least two examples of the main functions of the workplace.

In relation to Performance Criterion (b) the candidate should identify two examples of essential equipment and two example(s) of the facilities available in the workplace.

In relation to Performance Criterion (c) the candidate should identify at least two major processes.

#### **OUTCOME 2**

Carry out allocated tasks in the work situation while supervised

##### **Performance Criteria**

- (a) The allocated activities are carried out with correct sequencing, timing and organisation.
- (b) The allocated activities are carried out in a manner compatible with the ethos of the work environment.
- (c) The carrying out of tasks complies with regulations and safe working practices specified for equipment and areas.

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Hairdressing — Salon Assistant: An Activity Approach (Access 2)**

#### **Evidence Requirements**

Performance evidence should be gathered from direct observation of the candidate in the workplace or in a realistic working environment. The activities should be limited to simple, supervised tasks which are an integral part of the main processes involved in the workplace. Evidence should be gathered of the candidate's competence in performing two of the following tasks successfully:

- ◆ greeting a client, hanging up a client's coat, putting a clean gown on the client
- ◆ dusting and assisting in the arranging of the retail shelves
- ◆ emptying the baskets holding dirty and wet towels and taking the towels to the laundry area
- ◆ making sure that there is a plentiful supply of clean, folded towels
- ◆ filling the shampoo bottles
- ◆ making sure that combs and other non-electric tools and equipment are sterilised, immersed in sterilising fluid and removed and dried ready for use
- ◆ making sure that hair cuttings are swept up and water spillages cleaned from the floor to comply with health and safety regulations.

Where the candidate's knowledge and understanding cannot be inferred from performance evidence alone, for example, understanding the reasons for correct sequencing, timing and organisation, additional evidence should be gathered from the candidate's answers to questions. The candidate should be allowed to provide evidence by using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, Braille, computer-assisted communication.

#### **OUTCOME 3**

Explain Health and Safety Regulations and Safe Working Practices appropriate to the occupation

#### **Performance Criteria**

- (a) The importance of Health and Safety regulations is understood correctly.
- (b) The identification of safe working practices is accurate in terms of the occupation.
- (c) The identification of the importance of safe working practices is consistent with the nature of the workplace.

#### **Evidence Requirements**

Written and/or oral evidence for Performance Criterion (a) to show that the candidate can:

- ◆ identify correctly the fire exit(s) and fire fighting equipment
- ◆ sound or recognise the fire alarm and be familiar with fire evacuation procedures
- ◆ identify the location of the First Aid box
- ◆ understand the importance of keeping walkways and fire exits free from obstructions
- ◆ recognise any potential hazard(s)
- ◆ report any potential hazard(s) to the relevant responsible person.

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Hairdressing — Salon Assistant: An Activity Approach (Access 2)**

Written and/or oral evidence for Performance Criteria (b) and (c) to show that the candidate is aware of customer care, customer safety and the employee's responsibility under the Health and Safety at Work Act in terms of workplace conduct. The candidate should be able to:

- ◆ identify the use of personal protective equipment eg rubber or disposable gloves, overalls, tinting aprons
- ◆ explain the correct way to pour liquids eg away from the identification label and instructions
- ◆ explain that no product should be used from any container that is not clearly labelled
- ◆ explain that all electrical equipment should be visually checked for damage before use
- ◆ explain that electrical equipment must not be touched with wet hands
- ◆ describe the importance of wearing flat sensible shoes and of good personal hygiene

### **OUTCOME 4**

Analyse the contribution made by the experience to his/her awareness of personal suitability for the vocational area

#### **Performance Criteria**

- (a) The identification of characteristics in an employee which are required for this environment is accurate.
- (b) The identification of personal qualities is realistic.
- (c) A conclusion is drawn regarding personal suitability for the occupation.

#### **Evidence Requirements**

In relation to Performance Criteria (a) and (b) the candidate should be able to identify a minimum of three personal qualities which should be realistic from the following:

- ◆ Good personal hygiene, a friendly outgoing personality, good at following instructions, good dexterity, good practical skills, good listening skills, the ability to work as part of a team, good imagination or creativity.

In relation to Performance Criterion © the candidate should draw a conclusion on his/her suitability for the occupation.

The candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, Braille, computer-assisted communication.

## **National Unit Specification: support notes**

### **UNIT        Hairdressing — Salon Assistant: An Activity Approach (Access 2)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit forms part of the Skillstart Group Award at Access 2. Successful completion of this Group Award may facilitate the candidate's progress towards Scottish Group Awards or Scottish Vocational Qualifications. This unit should be seen in the context of the wide range of skills needed for the achievement of the Skillstart Group Award and should be integrated into practical activities in the training environment.

This Unit is designed to provide the candidate with a real experience of a working environment. This experience can form the basis of vocational guidance and decisions regarding future progress. The candidate may be expected to benefit from delivery in a supported training environment, under supervision. Any appropriate local authority or centre regulations should be taken into account with regard to supervision of candidates when outside the boundaries of the centre.

Throughout the Unit, the candidate should be encouraged to develop communication skills and personal/interpersonal skills and form working relationships with colleagues and clients.

It is suggested that the unit should be delivered in a workplace environment which allows for practical sessions of a minimum of two hours' duration. Tutors/lecturers should use their expertise to provide detailed guidance to the candidate in the undertaking of activities.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Candidates should be given the opportunity to work individually, in pairs or in groups depending on the activity.

The learning and teaching approaches should be appropriate to the needs of the particular candidate. The approaches, however, should be highly practical with the emphasis on candidate-centred activity. The learning and teaching approaches used should encourage candidates to be aware of their attainment and help them to transfer skills into other contexts. Wherever possible, candidates should be encouraged to carry out the tasks with relevance to his or her own experience of the work-related environment.

All learning should occur naturally in an area where the hairdressing may be carried out with the tutor/trainer adopting the role of supervisor and the candidate that of an employee. Practical work placement should be arranged wherever possible.

## National Unit Specification: support notes (cont)

### UNIT Hairdressing — Salon Assistant: An Activity Approach (Access 2)

The candidate should be encouraged to help in the planning and organisation of activities. The candidate should be encouraged to take a positive attitude towards the quality of his or her own work and be resourceful, self-critical and self-correcting. Opportunities should be provided for the candidate to show initiative in taking decisions, within the limits of his or her job responsibilities. The candidate should be encouraged to use teamwork to make decisions.

Tasks/activities set should develop the candidate's ability to prioritise work and meet deadlines with the requirements for the production of some work under pressure (interruptions, re-defined priorities).

Realistic materials and equipment should be used throughout and a thematic approach adopted where possible. The candidate may wish to maintain a log book to record tasks undertaken.

Corresponding to Outcomes:

- 1 The candidate should be made aware of the main features of the hairdressing salon:
  - ◆ to provide Customer Care
  - ◆ to give advice to clients
  - ◆ to provide a retail service
  - ◆ the different jobs undertaken by staff
  - ◆ equipment (Hairdressing Tools) — combs, scissors, brushes, razors, hairdryers, tongs, straighteners, sterilisers, washing machines, First Aid Box
  - ◆ main processes: reception duties, shampooing, cutting, styling, setting, blow drying, straightening hair, colouring, permanent waving
  - ◆ facilities — reception area, shampooing area, styling positions, stockroom/preparation area and laundry
  - ◆ establishment of working relationships with colleagues: maintaining effective ongoing relationships with clients: taking account of clients' needs: working with the team concerned with client services.
  
- 2 The practical activities should be limited to simple tasks. Awareness should be made of correct sequencing, timing and organisation. If the activities are not being undertaken in the workplace, they should be undertaken in a situation which recreates the conditions and demands of the workplace.

The candidate should be guided by the tutor/trainer on the selection of tasks on the basis of any statutory restrictions and on the feasibility of the tasks being undertaken within the timescale of the Unit.

The candidate should work in accordance with the practices and standards of the occupation.

- 3 The candidate's understanding of Health and Safety regulations should be developed from an appreciation that regulations, generally, follow a real need. The discovery, for example, that certain materials or working practices are regularly causing illness or accidents leads to the introduction of regulations governing the use of these materials or the carrying out or modifying of the practices. The regulations will merely codify the rules that a sensible and caring person would wish to follow in the working environment to avoid harmful consequences.

## National Unit Specification: support notes (cont)

### UNIT      Hairdressing — Salon Assistant: An Activity Approach (Access 2)

The candidate should understand the need for a high standard of personal hygiene and safety: the need to wear protective clothing: any wounds covered with the requisite detectable covering, the dangers of hand contact with other parts of the body: clean hands and finger nails: work surfaces are clean: correct methods of storage of equipment and materials to ensure sharp and potentially dangerous utensils are recognised: correct disposal of waste: working surfaces kept clean and tidy. The candidate should be made aware that hazards have the potential to cause harm and should be made aware of the need to look out for potential hazards and to report any potential hazards to the relevant responsible person.

The candidate should be introduced to aspects of Health and Safety and safe working practices; maintaining a safe environment; safe use of electric appliances; importance of tidiness to reduce hazards; safe use of equipment; reporting of accidents; recognising and reporting potential hazards: fire, emergency and health and safety procedures; safety officer; member of staff with first aid training; First Aid Box.

- 4      The working environment must be realistic to enable the candidate to have a realistic awareness of his or her suitability for the vocational area.

The candidate should assess his or her personal suitability to the vocational area, recognising how his or her individual contribution can affect the quality and success of work and recognising why attitude and behaviour are important and the difference they can make.

The tutor/trainer should provide an atmosphere in which the candidate feels confident in discussing issues. The candidate's wishes for confidentiality should be respected provided that this does not prohibit the necessary evidence being provided.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Examples of Instruments of Assessment which could be used are practical exercises, personal interviews, short answer questions and restricted response questions. When answering questions, the candidate should use his or her normal mode of communication. It is the responsibility of the centre to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's competence.

Outcome 1: Restricted response questions could be used to gather evidence for this outcome. It is suggested that four restricted response questions are used, one on each performance criterion. The questions should be constructed to cover as wide a range of content as is necessary to enable the candidate to provide evidence of a comprehensive knowledge of the area. The questions constructed by the assessor should be in a format that is appropriate to the candidate's normal mode of communication. This could include diagrams and other visual aids. Where further or clearer answers are required from the candidate to secure full evidence of ability to meet the criteria, supplementary questions which are open in nature (ie do not lead the candidate) should be asked. Supplementary questions would not be appropriate where the candidate's first answer clearly showed an inability to meet the performance criteria.

## National Unit Specification: support notes (cont)

### UNIT        Hairdressing — Salon Assistant: An Activity Approach (Access 2)

Restricted response questions will allow the candidate to make reference to relevant staff and the different jobs undertaken by staff.

Satisfactory performance will be demonstrated by the candidate answering all questions correctly.

Outcome 2: Practical exercises could be used to gather evidence for all performance criteria. The candidate should undertake two separate activities. A checklist may be used to record candidate performance.

It is suggested that the candidate should be observed in the workplace environment (or in a practical exercise which simulates a typical work environment) of a minimum of ten hours' duration. Sessions should not normally last less than two hours. The timescale should be managed and monitored in accordance with the timescale for normal working practices in the occupational area. The candidate should be allocated a range of simple tasks, typical to the work situation. The tasks should be very closely supervised and, where appropriate, should be undertaken on the basis of assisting skilled workers.

It is suggested that three short answer questions are used on each occasion to gather evidence of the candidate's understanding of the reasons for correct sequencing, timing and organisation. There should be one question on each of sequencing, timing and organisation.

Outcome 3: A personal interview could be used to gather evidence of the candidate's knowledge and understanding of Health and Safety regulations and safe working practices. During the interview, it is suggested that twelve questions should be asked of the candidate. The questions should cover as wide a range of content as is necessary to enable the candidate to provide evidence of a comprehensive knowledge of regulations/safe working practices in the occupational area. Six of the questions should relate to generic Health and Safety regulations and six of the questions should relate to Health and Safety regulations and safe working practices specific to the occupational area. The questions constructed by the assessor should be in a format that is appropriate to the candidate's normal mode of communication. This could include diagrams or other visual aids. The responses should include evidence of the candidate's understanding of the value of regulations/safe working practices.

Outcome 4: A personal interview could be used to enable the candidate to identify and evaluate his or her personal qualities and to compare these with the qualities of employees in the occupational area. The candidate may wish to complete a personal profile.

In making a summative assessment of this Outcome, assessors may find it valuable to use a checklist. This checklist would draw the candidate's attention to the characteristics which affect an individual's suitability for work in the area covered by the unit. The candidate would also be required to make a judgment about his or her suitability with regard to each of the characteristics in relation to the occupational area covered by the Unit.

An example, in general terms, of the type of checklist that could be used is detailed below and this will have to be adapted for the specific, occupational area and the level of understanding of the candidate. This checklist may be used for self-assessment or to structure interviews.

## National Unit Specification: support notes (cont)

### UNIT        Hairdressing — Salon Assistant: An Activity Approach (Access 2)

Specification for a summative checklist

The main headings for such a checklist might be:

Characteristics	Rating	Comments
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Among the types of characteristics that would have to be devised/selected to match the occupational area would be:

- ◆ interest in the area
- ◆ relations with clients
- ◆ enjoyment of work
- ◆ level of personal organisation
- ◆ personal presentation
- ◆ communication skills
- ◆ number skills
- ◆ ability to solve problems
- ◆ manipulative skills
- ◆ technical skills

Ratings would have to be made in terms of demands posed by the job, so that the same level of eg number skills might be highly satisfactory for one type of job, but entirely unsatisfactory for another. The ratings judged in those terms might be:

- 1     More than satisfactory.
- 2     Satisfactory.
- 3     Less than satisfactory.

Comments might take account of factors such as the reasons why characteristics were judged more/less than satisfactory for the level of skill required for the job.

### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).