

## National Unit Specification: general information

**UNIT** Hairdressing: Salon Awareness (Intermediate 1)

**CODE** DX0M 10

**COURSE** Hairdressing (Intermediate 1)

### SUMMARY

This Unit has been designed as a mandatory Unit of the *Hairdressing (Intermediate 1) Course* and should be taken as part of that Course.

This Unit introduces candidates to the roles and responsibilities of team members in a hairdressing salon and explores the diversity of available roles in the hairdressing industry. The Unit will place emphasis on the role of an individual initially entering work in a hairdressing salon environment and the conditions they will experience.

Candidates will participate in a number of activities which will help them to develop knowledge and understanding of their role within the salon structure. The Unit also covers basic knowledge of working safely and an awareness of health and safety legislation.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory qualification as part of a general education or as a first step to more specialised study.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of the roles and responsibilities in a hairdressing salon and a range of roles in the hairdressing industry.
- 2 Demonstrate knowledge and understanding of relevant health and safety requirements in a hairdressing salon.
- 3 Participate in activities in a specified role in a hairdressing salon.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** HL

**Publication date:** April 2007

**Source:** Scottish Qualifications Authority

**Version:** 02

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

**UNIT**     Hairdressing: Salon Awareness (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*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.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

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

### **UNIT     Hairdressing: Salon Awareness (Intermediate 1)**

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**

Demonstrate knowledge and understanding of the roles and responsibilities in a hairdressing salon and a range of roles in the hairdressing industry.

##### **Performance Criteria**

- (a) Describe the organisational structure in a specified hairdressing salon.
- (b) List the relevant responsibilities relating to specified roles within the salon team.
- (c) Identify a range of career opportunities in the hairdressing industry.
- (d) Gather information on training, qualifications and experience needed for these careers.

#### **OUTCOME 2**

Demonstrate knowledge and understanding of relevant health and safety requirements in a hairdressing salon.

##### **Performance Criteria**

- (a) Explain the difference between a hazard and a risk.
- (b) Identify potential hazards and risks in the salon.
- (c) Identify legislation relevant to health and safety in the salon.
- (d) Demonstrate in practice an understanding of working safely in the salon.

#### **OUTCOME 3**

Participate in activities in a specified role in a hairdressing salon.

##### **Performance Criteria**

- (a) Arrive on time and dressed appropriately.
- (b) Assist in the salon as required in the allocated role.
- (c) Respond appropriately to requests for assistance.
- (d) Participate in specified activities, carrying out all instructions given.
- (e) Follow the correct organisational procedures while carrying out tasks in the salon.
- (f) Comply with relevant health and safety requirements while working in the salon.

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

### UNIT Hairdressing: Salon Awareness (Intermediate 1)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence and written/oral recorded evidence that cover all the Outcomes and Performance Criteria are required for this Unit.

##### Outcomes 1 and 2 — Assignment

An assignment will be set which candidates will complete in open-book conditions. Evidence may be gathered throughout the Unit and final selection of items for inclusion in a folio should take place towards the end of the Unit under supervision.

The folio should contain:

- ◆ a description of the organisational structure of a specified hairdressing salon
- ◆ a list of the roles and responsibilities of specified team members in a salon
- ◆ a list of a minimum of three careers available in the hairdressing industry with clear information on training, qualifications and experience needed for these careers
- ◆ a clear, accurate explanation of the difference between a risk and a hazard
- ◆ a list (or completed form) that accurately identifies risks and hazards in the salon
- ◆ a brief description of the four main pieces of legislation that are relevant to health and safety in the salon

##### Outcomes 2 and 3 — Performance Evidence

Candidates will be required to demonstrate by practical activity on a minimum of **four** occasions that they are able to:

- ◆ arrive on time and dressed appropriately
- ◆ work safely in the salon
- ◆ assist in the salon as required in allocated role
- ◆ respond appropriately to requests for assistance
- ◆ carry out all instructions given
- ◆ follow the correct salon procedures relating to task requirements within their role
- ◆ comply with relevant health and safety legislation relating to task requirements

An assessor observation checklist should be used to provide evidence of performance.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with customers and working with others in a team, and develop good working practice.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes an assignment brief, assignment feedback sheet and an assessor checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Hairdressing: Salon Awareness (Intermediate 1)

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 is designed to help candidates gain an understanding of the working environment they are likely to experience in a hairdressing salon. Candidates will have the opportunity to explore roles, responsibilities and career opportunities in hairdressing which will help to inform their choices for future study and employment. An understanding of the workplace and realistic expectations of roles and responsibilities will also ease the transition into employment.

The Unit will introduce candidates to the organisational structure of a hairdressing salon and the roles and responsibilities of its team members. Emphasis should be given to the role of an individual initially entering work in a salon environment, the salon's expectations of them and the conditions they will experience.

Key areas of knowledge are:

- ◆ organisational structure of a hairdressing salon
- ◆ roles and responsibilities of team members in a hairdressing salon
- ◆ conditions of work, eg hours of work, dress code
- ◆ working safely in the salon
- ◆ basic hygiene procedures
- ◆ preventing infection
- ◆ salon procedures relating to task requirements within own role
- ◆ awareness of the requirements of appropriate current health and safety legislation and where to get further information on:
  - Health and Safety at Work Act
  - Control of Substances Hazardous to Health (COSHH) Regulations
  - Electricity at Work Regulations
  - Personal Protective Equipment at Work Regulations
- ◆ the difference between a risk and a hazard
- ◆ risks present in the salon environment and how to minimise these
- ◆ careers available in hairdressing including training, qualifications and experience required

Candidates will participate in a number of team activities that will help them to develop knowledge and understanding of their role within the salon structure. Examples of such activities are preparing clients for a variety of services, preparing work areas and trolleys, shampooing and conditioning hair, maintaining a towel supply, day-to-day cleaning of the salon, assisting with reception duties, client care and assisting stylists. The teacher/lecturer may allocate team roles to facilitate these activities.

The Unit also covers basic knowledge on working safely and an awareness of health and safety legislation. Candidates will not be expected to know the details of legislation, but they should be aware that the legislation exists and be aware of how it affects everyday practice in the salon. They will also be expected to develop an understanding of their responsibilities with regard to health and safety.

## National Unit Specification: support notes (cont)

### UNIT Hairdressing: Salon Awareness (Intermediate 1)

In Outcome 2, candidates need to know and understand the health and safety requirements within the salon and be able to check their own working practices and working area for any risks to themselves or others. They should be able to identify risks arising from potential/actual hazards and also identify how they can deal with them or relate information to the responsible person within their workplace.

The employability skills and behaviours identified by employers are an important part of the content of this Unit. Candidates will learn the importance of working within their designated role, acting responsibly, verbal communication, customer care, listening skills, following instructions, working in a team and having respect and consideration for others.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates should be made aware that the following are essential in building an employability profile in hairdressing:

- ◆ showing a positive attitude\*
  - showing a willingness to learn
  - showing an interest in hairdressing
  - showing drive and commitment
- ◆ good timekeeping\*
- ◆ appropriate appearance\*
- ◆ customer care skills
- ◆ good verbal communication
- ◆ good listening skills\*
- ◆ ability to work in a team
- ◆ showing respect and consideration for others
- ◆ ability to follow instructions\*
- ◆ ability to multi-task
- ◆ timeliness (showing a good sense of time)
- ◆ awareness of Health and Safety Procedures\*
- ◆ awareness of salon conditions\*
- ◆ awareness of salon roles and responsibilities\*
- ◆ confidence to seek feedback

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with customers and working with others in a team, and develops good working practice. This Unit is not suitable for delivery in a conventional classroom setting.

## **National Unit Specification: support notes (cont)**

### **UNIT     Hairdressing: Salon Awareness (Intermediate 1)**

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

The requirements of the Unit should be discussed with candidates as part of the induction to the Unit. The main approach to learning and teaching should be practical and experiential. Candidates should be encouraged to learn through a variety of experiences and activities which are designed to enhance their awareness of salon conditions. Each part of teaching/learning should incorporate both theory and practice, to facilitate learning.

In Outcome 1 candidates will have to know the structure of a hairdressing salon and the roles and responsibilities of the salon team. They should also have the opportunity to explore the diversity of career opportunities in the hairdressing industry and the training, qualifications and experience required to follow these careers. The learning and teaching should be arranged to allow candidates to build a folio of information. As far as possible, this should be candidate-centred activity. Fact finding activities could be based on individual, group or whole class research. Much of the learning could be through visits or through talking to professionals.

Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of visits from a member of staff to give candidates a realistic view of jobs and conditions in the hairdressing industry. It may be possible for centres to arrange visits to hairdressing salons as part of the candidates' learning experience, to help candidates build knowledge and understanding. Group fact finding activities could also be arranged so that candidates can share information about a wide range of possible career routes and job roles.

In Outcome 2 opportunities should be taken to integrate the required knowledge of health and safety legislation in a real context. Simulated activities could be set up which clearly demonstrate risks which may be found in a working salon environment. Legislation could be related to the use of products and equipment in the salon. In this way the health and safety legislation/requirements will not only be more relevant but will be more easily understood and remembered. Candidates could be asked, in groups, to carry out simple risk assessments in the salon and report back to the class. The emphasis should always be on the practice of working safely.

In Outcome 3 candidates should be encouraged to develop good working practices which meet both organisational and national health and safety policies and procedures. Good working practice will be developed as a result of working with others and undertaking activities within their designated role in the salon. Examples of such activities are, preparing clients for a variety of services, preparing work areas and trolleys, shampooing and conditioning hair, maintaining a towel supply, day-to-day cleaning of the salon, assisting with reception duties, client care and assisting stylists.

In addition to the vocational content, candidates should be encouraged to focus on the general employability skills identified by employers. They should be encouraged to appreciate that these are important both in gaining employment and in progressing in the workplace.

Candidates should experience workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace. It is important to encourage candidates throughout the Unit to evaluate their own work and progress. They should be encouraged to seek advice and set themselves goals to build competence and confidence.

## **National Unit Specification: support notes (cont)**

### **UNIT     Hairdressing: Salon Awareness (Intermediate 1)**

The Unit, therefore, should incorporate a variety of approaches to teaching and learning, including:

- ◆ tutor presentations
- ◆ group work and discussion
- ◆ practical activities
- ◆ video presentations
- ◆ visits to salons
- ◆ visiting speakers
- ◆ handouts
- ◆ individual and group research
- ◆ reflection and evaluation
- ◆ simulated activities

Achievement of this Unit will be dependent on candidates being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with customers, and working with others in a team, and develops good working practice.

It is expected that, at this level, candidates will be given support and guidance from the assessor/person responsible before progressing to assessment.

#### **Core Skills**

In this Unit, candidates will carry out practical activities in the salon that involve listening, seeking advice, talking to customers and collecting and organising information from a number of sources. These are good opportunities for developing communication skills and for working co-operatively with others.

The opportunity should be taken during this Unit to emphasise that the employability skills developed and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

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

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

Evidence for the folio could be gathered at different points throughout the Unit. This would be particularly beneficial to candidates in the identifying of risks in the salon environment and the health and safety legislation to which they must adhere.

Gathering evidence on an ongoing basis, with final selection of items for inclusion in the folio taking place towards the end of the Unit under supervision, should enable candidates to submit a folio of evidence without the need for re-assessment.

Performance evidence for Outcomes 2 and 3 should be gathered over a realistic timeframe, which will give candidates the opportunity to develop good working practices, through working within their designated role in the salon. There are good opportunities for formative assessment within these Outcomes, including self and peer assessment.



## National Unit Specification: support notes (cont)

### UNIT     Hairdressing: Salon Awareness (Intermediate 1)

When delivering this Unit as part of the *Hairdressing (Intermediate 1) Course*, performance evidence for Outcomes 2 and 3 of this Unit could be integrated with the *Hairdressing: Employability Skills* Unit.

Assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external moderation purposes.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes an assignment brief, assignment feedback sheet and an assessor checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).