

Unit title: Hairdressing: Working in a Salon Environment (National 5)

Unit code: J138 75

Superclass: HL

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Unit purpose

This has been designed as a mandatory unit of the National 5 Skills for Work Hairdressing course and can also be taken as a free-standing unit.

This unit enables learners to develop an understanding of and experience the working environment of a trainee hairdresser.

Learners will participate in a number of activities that will help them to develop knowledge and understanding of relevant aspects of current health and safety legislation. They will carry out risk assessment, general salon duties, maintain the salon environment, and develop reception skills.

On completion of this unit, learners will be able to demonstrate a positive approach when interacting with others, including customers and while reviewing their own progress, and identifying strengths and weaknesses and their own development needs in relation to specified employability skills.

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 a first step to more specialised study. It will also offer progression for learners who have successfully completed the National 4 Skills for Work Hairdressing course.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Demonstrate knowledge and understanding of relevant health and safety requirements in a hairdressing salon.
- 2 Carry out general salon duties in a hairdressing salon environment while working as a member of a team.
- 3 Carry out reception duties in a hairdressing salon environment.
- 4 Review own performance in relation to the development of specified employability skills.

Credit points and level

1 national unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

Entry is at the discretion of the centre.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Working Co-operatively with Others at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Context for delivery

If this unit is delivered as part of a course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The assessment support pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website
www.sqa.org.uk/assessmentarrangements.

National unit specification: statement of standards

Unit title: Hairdressing: Working in a Salon Environment (National 5)

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 SQA.

Outcome 1

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

Performance criteria

- (a) Identify and describe current legislation relevant to health and safety in the salon.
- (b) Identify potential hazards and risks in the salon.
- (c) Carry out a risk assessment for specified tasks in the salon.

Outcome 2

Carry out general salon duties in a hairdressing salon environment while working as a member of a team.

Performance criteria

- (a) Meet specified salon standards for timekeeping, appearance and behaviour.
- (b) Carry out agreed duties as part of a team.
- (c) Follow salon procedures relating to agreed duties.
- (d) Listen and respond appropriately to others.
- (e) Complete all duties in a way that contributes to the smooth running of the salon.
- (f) Work safely while carrying out agreed duties.

Outcome 3

Carry out reception duties in a hairdressing salon environment.

Performance criteria

- (a) Communicate with customers politely and clearly.
- (b) Ask appropriate questions to respond to customer needs.
- (c) Respond to telephone calls following organisational procedure.
- (d) Make appointments following organisational procedure.
- (e) Handle payments following organisational procedure.
- (f) Comply with legislation relating to customer records.

Outcome 4

Review own performance in relation to the development of specified employability skills.

Performance criteria

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on specified employability skills.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Performance evidence and written/oral recorded evidence which covers all the outcomes and performance criteria is required for this unit.

The term *customer* is used in this unit to mean a visitor to a salon who may purchase a product and/or become a client (ie a person receiving a hairdressing treatment). It is important to note that, while a variety of individuals (for example, learners' peers, or other students of the centre) may act as customers for both formative activities and summative assessments, practical activities must be carried out either in a realistic working environment or real workplace. This will involve working with customers, working with others in a team and will develop good working practice.

Outcome 1: assignment

An assignment will be set which learners 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.

The folio must contain:

- ◆ a brief description of the main pieces of legislation which are relevant to health and safety in the salon
- ◆ a list (or completed form) that accurately identifies potential hazards and risks in the salon
- ◆ a completed risk assessment for four specified hazards in the salon, which accurately assigns them a risk rating and defines how these could be prevented. The specified hazards are: use of shampoo products, mixing colour products, use of colour products, use of electrical equipment

Outcome 2: performance evidence

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

- ◆ Meet specified salon standards for timekeeping, appearance and behaviour.
- ◆ Carry out agreed duties as part of a team.
- ◆ Follow salon procedures relating to agreed duties.
- ◆ Listen and respond appropriately to others.
- ◆ Complete all duties in a way that contributes to the smooth running of the salon.
- ◆ Work safely while carrying out agreed duties.

The duties will be agreed with teacher/lecturer and must include all of the following:

- ◆ preparing work areas and trolleys
- ◆ shampooing and conditioning hair
- ◆ maintaining a towel supply
- ◆ day to day cleaning of the salon
- ◆ client care

Outcome 3: performance evidence

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

- ◆ Communicate with customers politely and clearly.
- ◆ Ask appropriate questions to respond to customer needs.
- ◆ Respond appropriately to telephone calls following organisational procedure.
- ◆ Make appointments following organisational procedure.
- ◆ Handle payments following organisational procedure.
- ◆ Comply with legislation relating to customer records.

Assessor observation checklists must be used to provide evidence of performance.

Outcome 4: learner review sheets

Evidence requirements for outcome 4 should take the form of **one** completed learner review which will give learners an opportunity to record the development of their employability skills. This review should be carried out towards the end of learner's programme of activities for this unit.

Learners will identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify which one of these three is most important to them, where they have improved most and where they need further development. If they have completed other units in the National 5 Skills for Work Hairdressing course, they will have the opportunity to look at previous reviews and how they have improved.

The ASP provided for this unit illustrates the standard that should be applied. It includes an assignment brief and assignment feedback sheet for outcome 1, assessor checklists for outcomes 2 and 3 and learner review sheets showing the specified employability skills for outcome 4. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

2 Numeracy

- 2.2 Money, time and measurement

3 Health and Wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in Skills for Learning, Skills for Life and Skills for Work is given in the 'National unit support notes' section.

National unit support notes

Unit title: Hairdressing: Working in a Salon Environment (National 5)

Unit support notes are offered as guidance and 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 learners gain an understanding of the working environment they are likely to experience in the hairdressing salon.

The unit will introduce learners to relevant aspects of health and safety, risk assessment, general salon duties and reception skills. Learners will also have an opportunity to review their own progress, identify strengths and weaknesses and use these to plan their own development needs.

Key areas of knowledge are:

- ◆ conditions of work, eg hours of work, dress code, personal conduct
- ◆ how to work safely in the salon
- ◆ hygiene procedures
- ◆ knowledge 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
 - Provision and Use of Work Equipment Regulations
 - Personal Protective Equipment (PPE) at Work Regulations
 - Manual Handling Operations Regulations
 - Data Protection Act
- ◆ the difference between a hazard and a risk
- ◆ how to identify hazards in the salon and hazard avoidance
- ◆ how to carry out a risk assessment
- ◆ risks present in the salon environment and how to minimise these
- ◆ salon procedures relating to agreed duties — specific services, client preparation
- ◆ basic resources required for specific services
- ◆ organisational requirements relating to treatment areas, storage and disposal
- ◆ product knowledge — salon's range of shampoos, conditioners, styling, finishing products, colour products
- ◆ basic reception skills — answering telephone, making appointments, handling payments
- ◆ effective communication
- ◆ how to respond appropriately to others

Learners will participate in a number of activities which will help them to develop knowledge and understanding of working safely and of current health and safety legislation. Learners should have knowledge of the legislation and be aware of how it affects everyday practice in the salon. They will be expected to develop an understanding of their responsibilities with regard to health and safety and be able to check their own working practices and working

areas for any risks to themselves or others. They should be able to identify hazards which can occur in the salon and to carry out risk assessment in relation to four specified hazards.

Learners will undertake activities which will help them to develop knowledge and understanding of general salon duties. These activities will give learners the ideal opportunity to identify salon roles and responsibilities and to understand the importance of working as a member of the salon team. 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, providing refreshments and client care.

In outcome 3 learners will have the opportunity to develop reception skills — greeting clients, answering the telephone; making appointments and handling payments. This will give learners an opportunity to sample this type of work and may prove to be a career within the hairdressing industry they wish to pursue.

The employability skills and behaviours identified by employers are an important part of the content of this unit. Learners will learn the importance of working within their agreed role, acting responsibly, oral communication, customer care, listening skills, following instructions, working in a team and having respect and consideration for others. Learners should be made aware that these are essential employability skills in hairdressing.

The unit also gives learners the opportunity to take responsibility for reviewing their performance by identifying areas where personal development is required through self-evaluation, taking feedback from others and setting goals for improvement. These skills are transferable to other employment areas and will in general enhance learners' employability skills.

During this unit, in addition to the specific vocational skills developed and assessed, learners will have the opportunity to develop the following employability skills:

- ◆ positive attitude and willingness to learn*:
 - showing an interest in hairdressing
 - showing drive and commitment
- ◆ good timekeeping*
- ◆ appropriate appearance*
- ◆ customer care skills*
- ◆ good communication skills — listening and talking*
- ◆ 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)*
- ◆ knowledge of health and safety procedures*
- ◆ awareness of salon conditions*
- ◆ awareness of salon roles and responsibilities*
- ◆ exploring own creativity
- ◆ confidence to seek feedback*
- ◆ review and self-evaluation skills*

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.

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

Guidance on approaches to delivery of this unit

The requirements of the unit should be discussed with learners as part of the induction to the unit. The main approach to learning and teaching should be practical and experiential. Learners 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 learning/teaching should incorporate both theory and practice, to facilitate learning.

In outcome 1 learners will have to demonstrate knowledge of relevant current health and safety legislation, followed by hazard identification and risk assessment practice which will enable the learner to practise and gain confidence before progression to summative assessment. Learners should understand the importance of evaluating their own work practices and that they have a responsibility not just to themselves but to others in the salon — clients, colleagues. Learners should demonstrate that in their everyday work they take appropriate measures to reduce risks to health and safety while working in the salon. Completion of a risk assessment, assigning a risk rating and defining how these could be prevented should focus on use of shampoo products, mixing and use of colour products and use of electrical equipment. The learning and teaching should be arranged to allow learners to build a folio of information. As far as possible, this should be learner-centred activity. Fact finding activities could be based on individual, group or whole class research. Some of the learning could be through using the Internet.

Centres are encouraged to take opportunities to integrate the required knowledge of health and safety legislation in a real context. Simulated activities could be set up which clearly demonstrate potential hazards and risks which may be found in a working salon environment. Legislation could be explained in relation to the use of products and equipment in the salon. In this way the health and safety will not only be more relevant but will be more easily understood and remembered. Learners 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 outcomes 2 and 3 learners 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 agreed 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, providing refreshments, client care and assisting others, answering the telephone, making appointments, handling payments.

In addition to the vocational content, learners 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. Talks from visiting speakers will not only reinforce the importance of employability skills but will give learners the opportunity to explore possible career paths available to them.

Learners should experience realistic workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace. It is important to encourage learners 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.

The unit, therefore, should incorporate a variety of approaches to learning and teaching which may include:

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

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

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The evidence requirements are fully expressed in the mandatory section of this unit specification.

Evidence for the folio assignment could be gathered at different points throughout the unit. This would be particularly beneficial to learners in the identification of hazards and risks in the salon environment and the knowledge of the main health and safety legislation to which they must adhere.

Performance evidence for outcomes 2 and 3 should be gathered over a realistic timeframe, which will give learners the opportunity to develop good working practices, while carrying out the agreed duties in the salon. There are good opportunities for formative assessment within these outcomes, including self and peer assessment.

When delivering this unit as part of the National 5 Skills for work Hairdressing course, performance evidence for outcome 2 of this unit could be integrated with the *Hairdressing: Salon Skills* (National 5) unit.

In outcome 4 learners should review their own performance to identify strengths and weaknesses in employability skills and attitudes and set goals for improvement in order to enhance their employability skills profile after taking feedback from their teacher/lecturer.

When delivering this unit as part of the National 5 Skills for Work Hairdressing course, evidence for outcome 4 of this unit will give learners greater opportunity to review their employability skills profile across the duration of the course.

The ASP provided for this unit illustrates the standard that should be applied. It includes an assignment brief and assignment feedback sheet for outcome 1, assessor checklists for outcomes 2 and 3 and learner review sheets showing the specified employability skills for outcome 4. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core Skills

In this unit learners will carry out practical activities, reception duties and customer care duties, which involve listening, seeking advice and talking to customers. These are good opportunities for developing aspects of the Core Skill of Communication. They will also be dealing with costs and cash handling and this offers scope to develop aspects of the Core Skill of Numeracy. Learners will learn how important it is to work together as part of the salon team to meet the needs of customers which will allow the development of aspects of the Core Skill of Working with Others. Learners will also be encouraged to take responsibility for improving their own performance through self-evaluation, taking feedback from others, setting goals for improvement, reflecting and evaluating. These are good opportunities for developing aspects of the Core Skill of Problem Solving. In addition learners may use the Internet while collecting and organising information in relation to health and safety legislation giving the opportunity to develop aspects of the Core Skill of Information and Communication Technology (ICT).

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

This unit has the Working Co-operatively with Others component of Working with Others embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Working Co-operatively with Others at SCQF level 4.

General information for learners

Unit title: Hairdressing: Working in a Salon Environment (National 5)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit will show you how to develop an understanding of and experience the working environment of a trainee hairdresser. You will learn how to:

- ◆ Present yourself in a positive manner when carrying out general duties in a hairdressing salon.
- ◆ Work as part of a team.
- ◆ Develop an understanding of health and safety in a hairdressing environment.
- ◆ Carry out reception duties.
- ◆ Review and evaluate your own performance to improve your employability skills.

You do not need to have any previous qualifications or experience, but it would help if you have already finished, or are in the process of finishing, the following units:

- ◆ *Hairdressing: Salon Skills* (National 5)
- ◆ *Hairdressing: Introduction to Colour* (National 5)
- ◆ *Hairdressing: Creative Trends* (National 5)
- ◆ *Hairdressing: Introduction to Colouring Processes* (National 5)

After you finish this unit, there may be opportunities to study other qualifications in this area, and/or further develop skills that will help in employment.

Administrative information

Published: August 2018 (version 3.0)

History of changes to national unit specification

Version	Description of change	Date
3.0	Unit moved to a new template and re-coded to align with corresponding course 2 code. No change to unit content. Core Skill component of Working Co-operatively with Others at SCQF level 4 embedded.	August 2018

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