



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Technical Occupational Year 1 - 4

PERSONAL CARE:

HAIRDRESSING

PUBLIC COMMENT

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);

- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
 - Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;

- Providing employers with a sufficient profile of a learner's competences.
- Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(c) The curriculum is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex; and
- Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.

(d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.			

Subjects	Time
Technical Occupational: Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyses results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO PERSONAL CARE: HAIRDRESSING

2.1 What is Hairdressing?

Hairdressing is the creative skill that involves chemical and non-chemical reformation which includes colouring, cutting and styling of the hair. It is a profession that is constantly changing which means that learners need to be kept updated with the latest developments.

2.2 Topics to be studied in Hairdressing

1. Introduction/Terminology/Orientation
2. Safety
3. Shampoo, condition and treat scalp and hair
4. Styling techniques
5. Deportment and the importance of image in the workplace
6. Employment in a specific occupation
7. Disorders of the skin and hair
8. HIV
9. Sanitation in a salon environment
10. Market retail products and services (market retail products and services overview)
11. Finish off salon service
12. Reception and administrative service
13. Manage one's own time
14. Cut gents hair
15. Cut ladies hair (one length, basic layers)
16. Hair colouring service
17. Hair relaxing service (same as above)
18. Braiding and dreadlocks techniques
19. Customers
20. Hair perming service
21. Equipping of a salon

2.3 Specific Aims:

The learner should be able to:

1. Introduction/Terminology/Orientation
2. Apply Safety procedure
3. Shampoo, condition and treat scalp and hair
4. Perform styling techniques
5. Demonstrate, monitor and manage deportment and the importance of image in the workplace
6. Explain employment in a specific occupation
7. Identify disorders of the skin and hair
8. HIV
9. Maintain sanitation in a salon environment
10. Market retail products and services
11. Prepare for and finish off salon services in the salon environment
12. Provide reception and administrative service
13. Manage one's own time
14. Cut gents hair
15. Cut ladies hair
16. Perform a hair colouring service
17. Perform a hair relaxing service
18. Perform basic braiding and dreadlocks techniques
19. Care for customers
20. Perform a hair perming service (winding)
21. Research and plan for the equipping of a salon (basic)

2.4 Requirements for Hairdressing

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is 13 ½ hours.

Sufficient time must be allocated in the school timetable for the practical work required to be done.

2.4.2 Resources

Human resources

Hairdressing requires a trained subject specialist. It is preferred that the teacher offering Hairdressing is an artisan in the subject area. Industry related experience and workshop management skills are essential and a tertiary qualification in Hairdressing is preferred.

Hairdressing teachers are required to:

- ☐ Teach the subject content with confidence and flair
- ☐ Interact with learners in a relaxed but firm manner
- ☐ Manage the salon, resourcing, budget and safety
- ☐ Manage the teaching environment
- ☐ Conduct stock taking and inventory
- ☐ Plan for practical work
- ☐ Plan for theory lessons
- ☐ Conduct weekly practical sessions
- ☐ Maintain and service the salon as a whole
- ☐ Maintain and service the equipment
- ☐ Ensure learner safety
- ☐ Produce working PAT projects in cooperation with learners
- ☐ Carry out School Based Assessment (SBA)
- ☐ Implement innovative methods to keep the subject interesting
- ☐ Be self - motivated to keep her/him abreast of the latest technological developments
- Regularly attend skills workshops

Learner Resources:

- Text / resource books
- Suitable protective clothing

2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning

Infrastructure

- Classroom / Salon with ample floor space to accommodate not more than 15 – 20 learners
- Adequate lighting and ventilation
- It is advisable that at least three quarters of the wall surface may be tiled
- It is advisable that one wall should be mirrored

- Plumbing that includes hot and cold water
- Sufficient electrical outlets
- Non-slippery appropriate floor surface
- Secure and safe cupboard for stock

Note: Contextual matters should be considered and where resources are lacking, hairdressing can still be done on a small scale with basic resources. However, the better equipped the salon is, the greater the possibility that learners become more skilled to achieve the qualification.

Equipment

The following is the minimum requirement for Hairdressing

FIXTURES AND FURNITURE	CONSUMABLES: PRODUCTS	CONSUMABLES: TOOLS
Shampoo basins	Shampoo	Hood hairdryers (optional)
Water hose and sprays	Conditioner	Hand held hairdryers
Back wash chairs	Treatment	Scissors
Mirrors	Hair food	Thinning scissors
Portable work tables	Styling lotions	Feather cut razors
Fixed workstations	Gels	Feather cut razor blades
Salon chairs for cutting and styling hair	Hairspray	Towels
Safety signs	Mousses	Capes
	Protective balms	Aprons
	Pre-relaxer	Combs
	Relaxer	Blow-dry brushes
	Neutralizing shampoos	Relaxer applicators
	Pre-perm	Tint brushes
	End papers	Bowls
	Perm lotion	Hairpins
	Neutralizer	Pincurl clips
	Aftercare products	Applicator bottles
	Cotton wool	Applicator sponges
	Hair colour	Sectioning clips
	Bleach	Cutting collar
	Peroxide (10, 20, 30, 40 vol.)	Water spray bottles
	Foils	Dusting brushes

FIXTURES AND FURNITURE	CONSUMABLES: PRODUCTS	CONSUMABLES: TOOLS
	Machine oil for hair clippers	Shower caps
		Electric hair cutting clippers
		Highlighting cap and needle
		Curling tongs
		Ceramic irons

Finances:

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and consideration must be given to resources that are required per year. The funding must make provision for maintenance of equipment and the replacement of equipment over the years.

Resourcing could be sub divided into the following categories:

- ☐ Safety Equipment
- ☐ Equipment
- ☐ Consumable Materials
- ☐ Practical Assessment Task Resources (PAT)
- ☐ Teaching and Learning Support Material
- ☐ Maintenance

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

Note for the teacher:

- Where funding is not available, sponsorships can be sought from NGOs or the private sector.

2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in the field of Hairdressing includes but is not limited to:

- Cleaner at a salon
- Receptionist
- Shampooist

- Operator
- Stylist
- Colour Technician
- Junior hairdresser
- Hairdresser
- Supervisor
- Manager
- Salon owner
- Hairdressing consultants
- Image and deportment advisor
- Retail consultants
- Store merchandiser

SECTION 3

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

TOPIC	Year 1	Year 2	Year 3	Year 4
Introduction Terminology Orientation	Introduce words, names, processes terms, concepts in hairdressing	Use and apply certain words, names, processes, terms concepts in hairdressing	Use and apply words, names, terms concepts and apply in hairdressing processes	Use and apply words, terms and concepts in hairdressing processes
Safety	Illustrate the importance of safety and security in the salon	Illustrate the importance of safety and security in the salon	Illustrate the importance of safety and security in the salon	Illustrate the importance of safety and security in the salon
Shampoo, condition and treat scalp and hair	Discussion of shampooing and conditioning service	Perform a basic shampooing and conditioning service Perform a basic head and scalp treatments Perform basic scalp massage Perform application techniques	Perform a shampooing and conditioning service Perform head and scalp treatments Perform basic scalp massage Perform application techniques	Perform a shampooing and conditioning service Perform head and scalp treatments Perform basic scalp massage Perform application techniques

TOPIC	Year 1	Year 2	Year 3	Year 4
Perform hairstyling techniques	<p>Introduce the factors that influence styling</p> <p>And introduce various styling techniques i.e. Blow drying</p>	<p>Introduce the factors that influence styling</p> <p>And introduce various styling techniques i.e. Blow drying</p> <p>Basic preparation and consultation with client to agree on desired style</p>	<p>Demonstrate an understanding of the factors that influence styling</p> <p>Prepare and consult with client to agree on desired style</p> <p>Perform a roller setting procedure</p> <p>Different roller techniques</p> <p>Perform a tonging procedure</p> <p>Perform a blow drying procedure</p> <p>Different techniques such as finger drying and the use of different brushes etc</p> <p>Perform a thermal iron procedure</p>	<p>Demonstrate an understanding of the factors that influence styling</p> <p>Prepare and consult with client to agree on desired style</p> <p>Perform a roller setting procedure</p> <p>Perform a tonging procedure</p> <p>Perform a blow drying procedure</p> <p>Perform a thermal iron procedure</p>

TOPIC	Year 1	Year 2	Year 3	Year 4
Demonstrate, monitor and manage deportment and the importance of image in the workplace		<p>Introduce the basic communication for effective customer service in the workplace</p> <p>Demonstrate deportment in the workplace</p> <p>Maintain good conduct, behaviour and discipline in the workplace</p>	<p>Apply the communication for effective customer service in the workplace</p> <p>Demonstrate deportment in the workplace</p> <p>Maintain good conduct, behaviour and discipline in the workplace</p>	<p>Apply the communication for effective customer service in the workplace</p> <p>Demonstrate deportment in the workplace</p> <p>Maintain good conduct, behaviour and discipline in the workplace</p>
Explain employment in a specific occupation				<p>Explain the context and structure of qualification for the specific occupation</p> <p>Explain how to become qualified for the specific occupation</p> <p>Explain regulatory factors affecting employers and employees in the specific industry</p>
Identify disorders of the skin and hair		Describe the structure and functions of the skin and hair	Describe the structure and functions of the skin and hair.	Describe the structure and functions of the skin and hair.

TOPIC	Year 1	Year 2	Year 3	Year 4
			<p>Describe the symptoms of skin and hair disorders</p> <p>Explain the causes of skin and hair disorders and their appropriate resolutions</p>	<p>Describe the symptoms of skin and hair disorders</p> <p>Explain the causes of skin and hair disorders and their appropriate resolutions</p>
HIV / AIDS		<p>Basic knowledge of HIV/AIDS: individual, workplace, society</p>	<p>Basic knowledge of HIV/AIDS individual, workplace, society</p> <p>Effects of HIV/AIDS on the economy, society and salon</p>	<p>Basic knowledge of HIV/AIDS individual, workplace, society</p> <p>Effects of HIV/AIDS on the economy, society and salon</p>
Maintain sanitation in a salon environment		<p>Explain the importance of maintaining a healthy and sanitary working environment</p> <p>Identify, maintain and store salon implements and equipment</p> <p>Sanitise the work</p>	<p>Explain the importance of maintaining a healthy and sanitary working environment</p> <p>Identify, maintain and store salon implements and equipment</p> <p>Sanitise the work</p>	<p>Explain the importance of maintaining a healthy and sanitary working environment</p> <p>Identify, maintain and store salon implements and equipment</p> <p>Sanitise the work</p>

TOPIC	Year 1	Year 2	Year 3	Year 4
		<p>environment</p> <p>Explain and demonstrate waste disposal procedures</p>	<p>environment</p> <p>Explain and demonstrate waste disposal procedures</p>	<p>environment</p> <p>Explain and demonstrate waste disposal procedures</p>
<p>Market retail products and services in the salon environment</p>				<p>Describe the purposes and methods of retailing in the salon environment</p> <p>Identify sale opportunities</p> <p>Present and demonstrate products and services to prospective customers</p> <p>Create a products display</p>
<p>Prepare for and finish off salon service</p>		<p>Introduction of organizing and preparation of work stations</p> <p>Cleaning the work area</p> <p>Checking and maintaining tools, furniture and equipment (tools</p>	<p>Introduction of organizing and preparation of work stations</p> <p>Cleaning the work area</p> <p>Checking and maintaining tools, furniture and equipment (tools</p>	<p>Introduction of organizing and preparation of work stations</p> <p>Cleaning the work area</p> <p>Checking and maintaining tools, furniture and equipment (tools</p>

TOPIC	Year 1	Year 2	Year 3	Year 4
		manual – equipment, electrical)	manual – equipment, electrical) Receiving and consulting Finishing off all services	manual – equipment, electrical) Receiving and consulting Finishing off all services
Provide reception and administrative services		Demonstrate basic reception skills Receive and attend to clients	Receive and attend to clients Receive and make telephone calls and record information Keep and process appointment and client records Process client payments Implement till procedures / cash register Receive, record and store stock	Receive and attend to clients Receive and make telephone calls and record information Keep and process appointment and client records Process client payments Implement till procedures/ cash register Receive, record and store stock
Plan to manage one's time move to section before reception		Introduction to setting of goals and activities Prioritising tasks and activities in	Set realistic goals for tasks and activities Prioritising tasks and activities in	Set realistic goals for tasks and activities Prioritising tasks and activities in

TOPIC	Year 1	Year 2	Year 3	Year 4
		order to plan time	order to plan time Draw up a plan/ schedule to organize tasks and activities	order to plan time Draw up a plan/ schedule to organize tasks and activities Carry out tasks and activities as planned
Cut and shape gents hair			Introduction of factors that influence styling Basic preparation and consultation with client to agree on desired haircut Demonstrate an understanding of factors that influence styling Prepare and consult with client to agree on desired haircut Demonstrate knowledge hair cutting Cut hair using scissors over comb/clipper over	Demonstrate an understanding of factors that influence styling Prepare and consult with client to agree on desired haircut Demonstrate knowledge hair cutting Cut hair using scissors over comb/clipper over comb techniques. Cut hair using clipper techniques Cut hair using other techniques Cut and trim facial hairs

TOPIC	Year 1	Year 2	Year 3	Year 4
			comb techniques Cut hair using clipper techniques Cut hair using other techniques	Cut hair using two or more cutting techniques in one style (scissors, razor, thinning out scissor)
Cut and shape ladies hair			Demonstrate an understanding of factors that influence styling Basic preparation and consultation with client to agree on desired haircut Prepare and consult with client to agree on desired haircut Demonstrate knowledge hair cutting Cut hair to achieve a variety of one length looks Cut hair to achieve a basic layered look Cut hair using a basic graduation technique	Demonstrate an understanding of factors that influence styling Prepare and consult with client to agree on desired haircut Demonstrate knowledge hair cutting Cut hair to achieve a variety of one length looks Cut hair to achieve a variety of layered looks Cut hair using a variety of graduation techniques to achieve various fashion looks Cut hair using razor cutting

TOPIC	Year 1	Year 2	Year 3	Year 4
				technique
Perform a hair colouring service			<p>Explain colour in relation to hairdressing</p> <p>Explain the selection of hair colouring products and processes</p> <p>Conduct a client consultation for colour service</p> <p>Perform a temporary hair colour service</p> <p>Perform/apply a semi- demi and permanent hair colour service</p>	<p>Explain colour in relation to hairdressing</p> <p>Explain the selection of hair colouring products and processes</p> <p>Conduct a client consultation for colour service</p> <p>Perform a temporary hair colour service</p> <p>Perform a semi- demi and permanent hair colour service</p>
Perform a hair relaxing service			<p>Explain hair relaxing</p> <p>Introduction to hair relaxing procedure (consulting, analysis and preparation)</p> <p>Prepare for a hair relaxing procedure</p> <p>Perform a hair</p>	<p>Explain hair relaxing</p> <p>Prepare for a hair relaxing procedure</p> <p>Perform a hair relaxing procedure</p> <p>Perform a neutralizing procedure</p>

TOPIC	Year 1	Year 2	Year 3	Year 4
			relaxing procedure Perform a neutralizing procedure	
Perform hair braiding and dreadlock techniques				Perform dreadlock techniques on natural hair Perform dreadlock extension techniques on natural or chemically relaxed hair Perform on scalp braiding techniques Perform braiding techniques using a braiding hairpiece
Care for customers				Identify customer needs and expectations Recognize customer dissatisfaction and act to resolve the situation Identify and use opportunities to enhance the

TOPIC	Year 1	Year 2	Year 3	Year 4
				<p>quality of customer services</p> <p>Communicate with all customers</p>
Perform a perming service				<p>Analysing the hair and scalp and selecting appropriate tool, equipment and products</p> <p>Preparing hair for a perming service</p> <p>Perm hair</p> <p>Neutralizing and finishing off hair</p> <p>Discussing, explaining and applying the use of aftercare products and services</p>
Research and plan equipping of a salon				<p>Plan the layout of the salon</p> <p>Plan for safe working environment and products in a salon</p> <p>Plan for branding in a salon</p>

PUBLIC COMMENT

3.2 CONTENT OUTLINE PER TERM

Year 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Introduction Orientation	<ul style="list-style-type: none"> Know what the field of hairdressing entails; products, tools equipment, processes and people of the salon Identify the areas and the people of the salon Know the duties of the people of the salon Identify products Identify tools Identify the areas of the salon <ul style="list-style-type: none"> reception area waiting area shampoo area drying area cutting and styling / comb out area laundry stock room kitchen 	<p>Discussion of the field of hairdressing and all that it entails</p> <p>Activity 1</p> <p>Walkabouts to familiarise the learners to the hairdressing learning programme and classroom/ workshop</p> <p>Activity 2</p> <p>Learners complete identification worksheet on tools, products and people of the salon</p> <p>Activity 3</p> <p>Colour in content related worksheets</p> <p>Activity 4</p> <p>Paste pictures of the various tools, equipment and products in workbooks</p> <p>Activity 5</p> <p>Drawing and designing a salon as part of play</p>

		<ul style="list-style-type: none"> • People of the salon <ul style="list-style-type: none"> ○ Receptionist:(Duties) <ul style="list-style-type: none"> ▪ receives clients and is the first image of the salon ▪ receive payments ▪ sells product/services ▪ orders stock ▪ answers the telephone ▪ records appointments ○ Shampooist (Duties) <ul style="list-style-type: none"> ▪ prepares workstation ▪ prepares the client ▪ analyses the hair and scalp ▪ selects appropriate products for the client ▪ shampoos, conditions and treats scalp and hair ▪ performs scalp massage ▪ assists client back to workstation ▪ assists with removing of rollers, rods, dusting of client and other uncomplicated tasks ▪ rinsing off of products i.e. tints, relaxers, ▪ neutralise perms and relaxers ○ Colour technician (Duties) <ul style="list-style-type: none"> ▪ colours hair 	<p>Activity 6</p> <p>Read simple hairdressing books</p> <p>Practical demonstrations and role playing at the areas where the person works so that learners can easily associate place of work with persons, products and tools e.g. shampoo in the shampooing area and the service is done by the shampooist</p> <p>Videos or DVDs are shown to expose the learners to the world of Hairdressing</p> <p>Activity 7</p> <p>Make a collage about Hairdressing</p> <p>Activity 8</p> <p>Written work on basic notes in workbook</p> <p>Optional- Field trips to a salon to see people at the salon performing their duties</p> <p>Formal Assessment</p> <p>Identify the different areas of the salon</p> <p>Identify the people of the salon</p> <p>The duties of each of the persons who work in the salon</p> <p>The tools and equipment used in the salon</p>
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		<ul style="list-style-type: none"> ▪ bleaches hair ▪ does highlights and streaks <ul style="list-style-type: none"> ○ Hair stylist (Duties) <ul style="list-style-type: none"> ▪ blow dry/blow-wave ▪ roller setting ▪ comb outs ▪ straightening • tonging • Curling ▪ up styles ▪ finishing off ○ Hairdresser (Duties) <ul style="list-style-type: none"> ○ cutting and all of the above ○ Assistant hairdresser (Duties) <ul style="list-style-type: none"> ○ assists hairdresser ○ all of the above ○ Operator (Duties) <ul style="list-style-type: none"> ○ runs errands ○ serves tea and coffee ○ perform cleaning duties 	<p>The products used in the salon</p> <p>Informal Assessment</p> <p>Spot questions on identifying of areas of the salon, Duties of the people who work in the salon and on processes</p> <p>Identification questions on tools, equipment and products of the salon</p> <p>Drawing of an organogram that shows all the occupations</p> <p>Tonging</p>
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		<ul style="list-style-type: none"> ○ Cleaner (Duties) <ul style="list-style-type: none"> ○ washes towels ○ cleans salon ○ sanitizes/sterilizes tools and implement <p>Products used in a Salon</p> <p>(refer to consumable products listed in section 2.4.3)</p> <p>Tools and Equipment used in the Salon</p> <p>(refer to consumable tools listed in section 2.4.3)</p> <p>Correlate all hairdressing related words to the physical object or the processes conducted in the salon</p>	
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2	Terminology Orientation	Some words: Hairdressing Hairdresser Salon Client Appointment Service Shampoo Conditioner Hairdryer Scissors Comb Electric razor Brushes Backwash and basin Towel Cape Jaw grip Sectioning clip Parting Ceramic iron Temperature Sterilize Semi dry and many others relating to hairdressing	<p>Note to the teacher: The words / terminology will emerge as the lessons go on. The learner should be encouraged to write each new hairdressing word to form a 'dictionary' at the back of the work book. This will be the bank of words from which words for the spelling test is drawn from</p> <p>Activity 1 complete worksheets with relevant words and pictures</p> <p>Activity 2 Handle tools to see how they work. Identifying of processes</p> <p>Activity 3 Identifying of tools and implements</p> <p>Activity 4 Create a dictionary - ongoing Observe demonstrations</p> <p>Activity 5 Create a gallery wall with posters and pictures</p> <p>Activity 6 Complete word search activities - optional</p>
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			Formal Assessment: Spelling test Identification test Definition of terminology Functions of tools and implements Projects Picture assignments
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3	Safety	<p>Organize and prepare the work station for salon services</p> <ul style="list-style-type: none"> ○ Work safely with work practices and have knowledge of emergency signs and procedures ○ Maintain reception, work station, service cubicle, walkways in a safe and organized manner ○ Perform routine services safely, effectively and efficiently ○ Minimise inconvenience to the client and staff ○ Organize all equipment, tools, materials and products safely ○ Sanitise and sterilize furniture/ fixtures, tools and equipment ○ Arrange furniture in such a way that it does not cause obstruction or accidents ○ Promptly remove and dispose of all waste responsibly ○ Remove spills, waste and potential hazards from floors, cubicles and surfaces ○ Store linen and consumable materials according to salon policies ○ Store all products safely according to manufacturer's instructions 	<p>Discussion on safety in the salon</p> <p>Demonstration to show learners how hazards can be created if one is careless about leaving furniture or solutions in the wrong places</p> <p>Identification of hazardous solutions and lessons on storage</p> <p>Activity 1</p> <p>Colour worksheets with illustrations</p> <p>Formal Assessment</p> <p>Identification test with posters or pictures</p> <p>Written or oral test on precautions when using electricity</p> <p>Informal Assessment</p> <p>Corrections as learners do practical lessons</p>
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		<ul style="list-style-type: none"> • Use electrical equipment safely <ul style="list-style-type: none"> ○ Read the instructions before using any electrical equipment ○ Disconnect electrical equipment when you are finished using them ○ Never pull the cord, pull the plug when removing from socket ○ Keep all wires and plugs in a good condition ○ Inspect all electrical equipment frequently ○ Repair all worn cords to prevent electrical shock or fire ○ Do not overload sockets ○ Do not clean electrical equipment while they are still plugged in ○ Do not wet electrical equipment as you could get shocked ○ When using electrical equipment, protect the client at all times ○ In an emergency turn off the main switch to cut off the electrical current <p>If you do not know anything about electricity, do not attempt to repair, use an electrician</p>	
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4	Shampoo, condition and treat scalp and hair	<ul style="list-style-type: none"> • Prepare the workstation <ul style="list-style-type: none"> ○ Set all required tools, equipment and products • Meet and greet the client <ul style="list-style-type: none"> ○ Prepare the client ○ Assist client to the work station ○ Gown the client ○ Remove hair accessories ○ Detangle appropriately (brush or comb hair) ○ Do basic analyses of scalp (dandruff, oily, dry, and normal) product build up and hair (chemically damaged, heat and sun damage) • Display a basic understanding of: <ul style="list-style-type: none"> ○ Working practices ○ Techniques ○ Hygiene practices and safety practices while doing a shampoo • Shampoo Procedure: <ul style="list-style-type: none"> ○ Prepare the client for a shampoo with a towel and cape ○ Place a towel at the sink to towel dry client's hair 	<p>Discussion on why the workstations need to be prepared before attending to a client</p> <p>Activity 1</p> <p>Analyse each other's scalp and hair</p> <p>Activity 2</p> <p>Identify products using pictures and salon products</p> <p>Demonstrations of shampooing services</p> <p>Demonstration of blow drying</p> <p>Activity 3</p> <p>Practical shampooing exercises</p> <p>Activity 4</p> <p>Semi dry the hair</p> <p>Activity 5</p> <p>Complete illustrative notes and worksheets on disorders of the scalp</p> <p>Formal Assessment</p> <p>Project to create a poster with pictures or drawings of shampoos, conditioners and treatments</p> <p>Written or oral tests</p>
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		<ul style="list-style-type: none"> ○ Seat the client at the shampoo basin and guide the client towards the basin ○ Mix water to the correct temperature ○ Wet hair while protecting client from water spillage ○ Apply chosen shampoo (Discuss) ○ Do massage movements: effleurage, petrissage, tap movement and the stroking movement. ○ Rinse the hair thoroughly ○ Shampoo once more ○ Condition the hair, comb through ○ Rinse thoroughly ○ Towel dry the hair and wrap a towel skilfully to avoid client getting wet ○ Assist client back to the workstation ○ Treat the client with the appropriate treatment if client required, e.g. oil treatment (before a shampoo) ○ Semi dry the hair 	
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5 - 7	Perform styling procedures	<p>Identify facial shapes, areas of the head and profiles and features.</p> <ul style="list-style-type: none"> • Facial Shapes: oval, square, round, heart, triangle, long and suitable hair • Areas of the Head: forehead, top, crown, temples, sideburn, nape, neck, hairline • Facial Profiles: concave, convex, straight, low forehead protruding chin • Features: short neck, long thin neck, thin features, high cheek bones • Styling Tools and Products • Roller setting <p>Conduct the basic preparatory steps to styling</p> <ul style="list-style-type: none"> ○ Parting and roller setting ○ Roller setting ○ Different techniques for roller setting i.e. indentation and volume ○ use the tail comb efficiently in sectioning and subsection ○ Take accurate parting - how 'clean' the parting is ○ Take appropriately sized sections for the rollers to be used ○ Place the roller correctly – on-base, off- base and indentation ○ Demonstrate the correct skill of rolling hair ○ Distribute the hair evenly on the roller 	<p>Discussion with observation of learner's features and profiles</p> <p>Identifying of learner's facial shapes</p> <p>Activity 1</p> <p>Draw the head with features and label (exploration)</p> <p>Activity 2</p> <p>Identify facial shapes on a worksheet</p> <p>Activity 3</p> <p>Draw hairstyles for the different facial shapes</p> <p>Identification of the different styling tools and products</p> <p>Uses of the styling tools and equipment</p> <p>Demonstration lessons using the different styling equipment</p> <p>Activity 4</p> <p>Practical exercises in parting, sectioning and roller setting</p> <p>Demonstrate effects of base control on result (on-base, off-base, ½ off-base, volume and indentation) –for advanced learners</p> <p>Videos</p> <p>Pictures</p> <p>Worksheets</p> <p>Informal Assessment:</p> <p>Parting of hair</p> <p>Sectioning of hair</p> <p>Roller setting.</p>
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	<ul style="list-style-type: none"> ○ Make sure there are no fish-hooks ○ Show learner correct securing of roller with the pin ○ Maintain correct tension, evenness and overall neatness ○ Maintain good posture <p>Blow drying</p> <p>know of how to use the following styling equipment and implements:</p> <ul style="list-style-type: none"> ○ Finger drying ○ Diffusing ○ Blow wave brush linked techniques ○ Blow curling ○ Blow dryer / hairdryer ○ curling tongs (electrical and non-electrical) set as a separate activity ○ ceramic irons, set as a separate activity ○ hot rollers ○ electrical curling brushes ○ Brushes ○ combs ○ rollers ○ sectioning clips, ○ pins and clips <ul style="list-style-type: none"> ● Identify styling products: <ul style="list-style-type: none"> ○ Gel ○ Hairspray 	<p>Identification of Pin curls and Finger waving</p> <p>Basic Blow drying</p> <p>Formal Assessment</p> <p>Identifying of styling tools</p> <p>Identifying of styling products</p> <p>Naming facial shapes</p> <p>Spelling Test</p> <p>Parting of hair</p> <p>Practical roller setting test</p> <p>Note for the teacher: Pincurls and Fingerwaving is an intricate skill that uses fine motor coordination. Learners may only be introduced to these skills at this stage. However, learners who show potential to performing the skill should be encouraged to practice and master it if they are ahead in their work. Blow-drying can be taught through demonstration lessons initially. Learners must be given the opportunity to hold the hairdryer and brush and get the feel of working with both tools. Learners who are able to manage the skill should be encouraged to blow-dry hair so that they master the skill as soon as they are able to do so. Learners may also use the ceramic iron if they are comfortable with it. This gives learners the opportunity to become familiar with the handling of the equipment and the skill is learnt sooner.</p>
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		<ul style="list-style-type: none"> ○ Hair food ○ Oil sheen spray ○ Mousses, ○ Serums, ○ Silicon, ○ Wax • Blow drying implements and Equipment <ul style="list-style-type: none"> ○ Styling brushes ○ Vent or roller brush – a roller brush can also be used to straighten the hair ○ Hairdryer brushes ○ Jaw grips ○ Sectioning clips, etc. • Basic blow-drying procedure <ul style="list-style-type: none"> ○ Select a brush ○ Use a styling lotion to protect hair from heat ○ Section hair and start blow drying at the nape area ○ Hair is dried with hot air from the scalp to the hair ends ○ The flow of air is directed to the top half of the brush in a back and forth movement ○ This method deflects the hot air and reduces the heat ○ Hair should be dried in the same direction that the brush is moving in • Precautions of blow drying <ul style="list-style-type: none"> ○ Do not hold the hairdryer directly onto the scalp with high 	
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		<p>heat. This can cause the scalp to burn</p> <ul style="list-style-type: none"> ○ Do not keep the hairdryer for too long in one place on the hair, hair will get damaged ○ The hair must be properly cooled before combing out ○ Ensure that the scalp is dried first then the hair ○ Consider facial shapes, hair form, hair condition and profile. <ul style="list-style-type: none"> • Facial shapes <ul style="list-style-type: none"> ○ Oval Face It is usually seen as the ideal shape Any style can be used for this face shape ○ Round Face The shape has a round hairline, round chin line and wide face The style must aim to create an illusion of length to the face. The hairstyle should have height, lift off the forehead on one side and cover some of the jaw and cheeks to create a narrowing look ○ Square Shape This shape has a straight hairline, a square jawline, and a wide face The style should create the illusion of length and offset the square features A similar hairstyle as for a round face should be used ○ Pear Shape The shape has a narrow forehead, wide jaw and chin line 	
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		<p>The forehead should be partially covered with a soft fringe and hair should cover part of the jaw line to create length to the face</p> <ul style="list-style-type: none"> ○ Oblong Shape Has a narrow, long face with hollow cheeks To make the face appear fuller, the hair should be styled close to the top of the head with hair and fullness on the sides This creates the illusion of width to the face ○ Diamond Shape Has a narrow forehead, extreme width through the cheekbones and narrow chin An oval appearance can be created if there is fullness near the jaw line and forehead ○ Heart Shape The face has a wide forehead and narrow chin line To decrease the width of the forehead and increase the width of the lower part of the face, a centre part with curls flipped up or a style slanted to one side is recommended. Softness can be added to the jaw line • Face profiles: <ul style="list-style-type: none"> ○ Convex ○ Concave 	
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		○ Straight	
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8		Consolidate and Revise <ul style="list-style-type: none"> • Teacher must consolidate the following skills: <ul style="list-style-type: none"> ○ Orientation ○ Terminology ○ Safety ○ Shampoo, condition and treat scalp and hair ○ Styling 	
9 – 10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p> <p>Learners will do only two practical tests in the following:</p> <ul style="list-style-type: none"> • Shampoo, condition and treat scalp and hair • Roller-setting • Blow dry <p>Learners will do theory tests in the following:</p> <p>Tests include spelling test, definition tests, identification tests and word blocks</p> <ul style="list-style-type: none"> • Introduction/Terminology • Shampoo • Styling • Safety <p>Total for Activity each = 20 marks</p>	

		<p>Notes for the teacher: Most of the time should be allocated to the practical lessons of:</p> <p>Styling in the following: Parting of hair and roller-setting</p> <p>These are skills that lay the foundation for every other task in hairdressing especially more advanced tasks such as perming, cutting and advanced styling. During these practical lessons, eye hand co-ordination is further improved, small motor skills are more developed, areas and contours of the head become more familiar to the learner, confidence is elevated and the objective here is to transform the repeated actions towards mastery of the skill. In other words, the learner must be able to master this critical skill to such a degree that one performs it without much thought. The theoretical knowledge familiarizes the learner with every elemental aspect that will later be required to be applied in the practical tasks. It is advisable to allocate two weeks for formal assessment (theory and practical). The suggested assessments can be done in between the weeks when the allocated hairdressing time is short. Some of questions may be combined from different sections to make up one test. Informal assessments and corrections should be on going.</p> <p>The weeks do not have to be rigidly adhered to. The topics may be shifted to earlier or later weeks and can be repeated throughout the term as long as all topics are covered and relevant assessments are done. Some learners may progress faster than others due to their ability, these learners should not be held back but allowed to move on to more complex skills</p>
<p>Practical</p> <p>Activity 1 Practical demonstration = 25% of term</p> <p>The learner must be able to demonstrate certain skills acquired during the term. This can be a single task and should not necessarily form part of a bigger model.</p> <p>Activity 2 Practical Assessment task (PAT) (Practical project) = 50% of term mark</p>		

Learner must produce a practical model (PAT) combining two or more techniques which can be assessed to evaluate their acquisition of skills.

This project should involve the skills, techniques and knowledge of the theory component.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

Theory

Activity 3 Formal written assessment and or assignment – 25%

Scope of work is all the work done during the term.

Year 2 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	Introduction Orientation	<ul style="list-style-type: none"> Have knowledge of what the field of hairdressing entails (all the unit standards from SAQA with the products, tools and implements, processes and people of the salon) Identify the areas and the people of the salon Have knowledge of the duties of the people of the salon Identify products. Identify tools Areas of the salon <ul style="list-style-type: none"> reception area shampoo area cutting and styling / comb out area laundry stock room People of the salon <ul style="list-style-type: none"> Receptionist:(Duties) <ul style="list-style-type: none"> receives clients and is the first image of the salon receive payments sells product/services orders stock answers the telephone 	<p>Discussion of the field of hairdressing and all that it entails</p> <p>Activity 1</p> <p>Walkabouts to familiarise the learners to the hairdressing learning programme and classroom/ workshop</p> <p>Activity 2</p> <p>Learners complete identification worksheet on tools, products and people of the salon</p> <p>Activity 3</p> <p>Colour in content related worksheets</p> <p>Activity 4</p> <p>Paste pictures of the various tools, equipment and products in workbooks</p> <p>Activity 5</p> <p>Drawing and designing a salon as part of play</p> <p>Activity 6</p> <p>Read simple hairdressing books</p>

		<ul style="list-style-type: none"> ▪ records appointments ○ Shampooist (Duties) <ul style="list-style-type: none"> ▪ prepares workstation ▪ prepares the client ▪ analyses the hair and scalp ▪ selects appropriate products for the client ▪ shampoos, conditions and treats scalp and hair ▪ performs scalp massage ▪ assists client back to workstation ▪ assists with removing of rollers, rods, dusting of client and other uncomplicated tasks ○ Colour technician (Duties) <ul style="list-style-type: none"> ▪ colours hair ▪ bleaches hair ▪ does highlights and streaks ○ Hair stylist (Duties) <ul style="list-style-type: none"> ▪ blow dry/blow-wave ▪ roller setting ▪ comb outs ▪ straightening ▪ tonging ▪ up styles ▪ finishing off ○ Hairdresser (Duties) <ul style="list-style-type: none"> ○ cutting and all of the above 	<p>Practical demonstrations and role playing at the areas where the person works so that learners can easily associate place of work with persons, products and tools e.g. shampoo in the shampooing area and the service is done by the shampooist</p> <p>Videos or DVDs are shown to expose the learners to the world of Hairdressing</p> <p>Activity 7</p> <p>Make a collage about Hairdressing</p> <p>Activity 8</p> <p>Written work on basic notes in workbook</p> <p>Optional- Field trips to a salon to see people at the salon performing their duties</p> <p>Formal Assessment</p> <p>Identify the different areas of the salon</p> <p>Identify the people of the salon</p> <p>The duties of each of the persons who work in the salon</p> <p>The tools and equipment used in the salon</p> <p>The products used in the salon</p>
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		<ul style="list-style-type: none"> ○ Assistant hairdresser (Duties) <ul style="list-style-type: none"> ○ assists hairdresser ○ all of the above ○ Operator (Duties) <ul style="list-style-type: none"> ○ runs errands ○ serves tea and coffee ○ perform cleaning duties <p>Cleaner (Duties)</p> <ul style="list-style-type: none"> ○ washes towels ○ cleans salon ○ sanitizes / sterilizes tools and implement <p>Identify products used for services (refer to consumable products listed above)</p> <p>Tools and Equipment used in the Salon (refer to consumable tools listed above)</p>	<p>Informal Assessment</p> <p>Spot questions on identifying of areas of the salon, Duties of the people who work in the salon and on processes</p> <p>Identification questions on tools, equipment and products of the salon</p> <p>Drawing of an organogram that shows all the occupations</p> <p>Tonging</p>
3 -4	Terminology Orientation	<p>Correlate all hairdressing related words to the physical object or the processes conducted in the salon</p> <p>Some words:</p> <p>Hairdressing Hairdresser Salon Client Appointment Service</p>	<p>Note to the teacher: The words / terminology will emerge as the lessons go on. The learner should be encouraged to write each new hairdressing word to form a 'dictionary' at the back of the work book. This will be the bank of words from which words for the spelling test is drawn from</p> <p>Activity 1</p> <p>complete worksheets with relevant words and pictures</p>

	Shampoo Conditioner Hairdryer Scissors Comb Electric razor Brushes Back wash basin Towel Cape Jaw grip Sectioning clip Parting Ceramic iron Temperature Sterilize Semi dry and many others relating to hairdressing	Activity 2 Handle tools to see how they work. Identifying of processes Activity 3 Identifying of tools and implements Activity 4 Create a dictionary - ongoing Observe demonstrations Activity 5 Create a gallery wall with posters and pictures Activity 6 Complete word search activities - optional Formal Assessment: Spelling test Identification test Definition of terminology Functions of tools and implements Projects
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			Picture assignments
5	Safety	<ul style="list-style-type: none"> • Organize and prepare the work station for salon services <ul style="list-style-type: none"> ○ Work safely with work practices and have knowledge of emergency signs and procedures ○ Maintain reception, work station, service cubicle, walkways in a safe and organized manner ○ Perform routine services safely, effectively and efficiently ○ Minimise inconvenience to the client and staff ○ Organize all equipment, tools, materials and products safely ○ Sanitise and sterilize furniture/ fixtures, tools and equipment ○ Arrange furniture in such a way that it does not cause obstruction or accidents ○ Promptly remove and dispose of all waste responsibly ○ Remove spills, waste and potential hazards from floors, cubicles and surfaces ○ Store linen and consumable materials according to salon policies ○ Store all products safely according to manufacturer's instructions • Use electrical equipment safely <ul style="list-style-type: none"> ○ Read the instructions before using any electrical 	<p>Activity 1 Walkabouts in the salon with learners to show safe work practices and inspecting areas of the salon to assess cleanliness</p> <p>Activity 2 Create a poster to show hazards e.g. Water spillage with someone slipping, or cords across the floor</p> <p>Activity 3 Role play and mock lessons. To highlight the dangers of careless practices</p> <p>Note to the Teacher. Basic discussions and practical lessons can be done in year one and two</p> <p>More in-depth material can be used for year three and four as more advanced services are performed</p> <p>Informal Assessment Observation of learner practices and ongoing correction</p> <p>Formal Assessment Theory test on Safety with electrical equipment</p>

		<p>equipment</p> <ul style="list-style-type: none"> ○ Disconnect electrical equipment when you are finished using them ○ Never pull the cord, pull the plug when removing from socket ○ Keep all wires and plugs in a good condition ○ Inspect all electrical equipment frequently ○ Repair all worn cords to prevent electrical shock or fire ○ Do not overload sockets ○ Do not clean electrical equipment while they are still plugged on ○ Do not wet electrical equipment as you could get shocked ○ When using electrical equipment, protect the client at all times ○ In an emergency turn off the main switch to cut off the electrical current ○ If you do not know anything about electricity, do not attempt to repair, use an electrician 	
6	Shampoo, condition and treat scalp and hair	<ul style="list-style-type: none"> • Prepare the workstation <ul style="list-style-type: none"> ○ Set all required tools, equipment and products • Meet and greet the client <ul style="list-style-type: none"> ○ Prepare the client ○ Assist client to the work station ○ Gown the client 	<p>Discussion on why the workstations need to be prepared before attending to a client</p> <p>Activity 1 Analyse each other's scalp and hair</p> <p>Activity 2 Identify products using pictures and salon products</p>

		<ul style="list-style-type: none"> ○ Remove hair accessories ○ Detangle appropriately (brush or comb hair) ○ Do basic analysis of scalp (dandruff, oily, dry, and normal) product build up, normal) and hair (chemically damaged, heat and sun damage. • The learner must display a basic understanding of: <ul style="list-style-type: none"> ○ Working practices ○ Techniques ○ Hygiene practices and safety practices while doing a shampoo • Shampoo Procedure: <ul style="list-style-type: none"> ○ Prepare the client for a shampoo with a towel and cape ○ Place a towel at the sink to towel dry client's hair ○ Seat the client at the shampoo basin and guide the client towards the basin ○ Mix water to the correct temperature ○ Wet hair while protecting client from water spillage ○ Apply chosen shampoo (Discuss) ○ Do massage movements: effleurage, petrissage, tap movement and the stroking movement. ○ Rinse the hair thoroughly ○ Shampoo once more ○ Condition the hair, comb through ○ Rinse thoroughly ○ Towel dry the hair and wrap a towel skilfully to avoid client 	<p>Demonstrations of shampooing services</p> <p>Demonstration of blow drying</p> <p>Activity 3</p> <p>Practical shampooing exercises</p> <p>Activity 4</p> <p>Complete illustrative notes and worksheets on disorders of the scalp</p> <p>Formal Assessment</p> <p>Project to create a poster with pictures or drawings of shampoos, conditioners and treatments</p> <p>Written or oral tests</p>
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		getting wet <ul style="list-style-type: none"> o Assist client back to the workstation o Treat the client with the appropriate treatment if client required, e.g. oil treatment (before a shampoo) 	
8	Consolidate	<ul style="list-style-type: none"> • Teacher must consolidate the following skills: <ul style="list-style-type: none"> o Orientation - Introduction/Terminology o Safety o Shampoo, condition and treat scalp and hair 	
9 – 10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p> <p>Learners will do only two practical tests in the following:</p> <ul style="list-style-type: none"> • Shampoo, condition and treat scalp and hair • Blow drying • Tonging <p>Learners will do theory tests in the following:</p> <p>Tests include spelling test, definition tests and identification tests</p> <ul style="list-style-type: none"> • Introduction • Terminology • Safety • Shampoo <p>Theory Exam: 25% of the total of all theory test</p> <p>Practicals: 75 % of the total of all practical marks</p> <p>Total for Activity each = 20 marks</p>	

		<p>Notes for the teacher: Most of the time should be allocated to the practical lessons of:</p> <p>Shampoo, condition and treat scalp and hair</p> <p>Blow drying</p> <p>Tonging</p> <p>Thermal</p> <p>These are skills that lay the foundation for every other task in hairdressing especially more advanced tasks such as perming, cutting and advanced styling. During these practical lessons, eye hand co-ordination is further improved, small motor skills are more developed, areas and contours of the head become more familiar to the learner, confidence is elevated and the objective here is to transform the repeated actions towards mastery of the skill. In other words, the learner must be able to master this critical skill to such a degree that one performs it without much thought. The theoretical knowledge familiarizes the learner with every elemental aspect that will later be required to be applied in the practical tasks. It is advisable to allocate two weeks for formal assessment (theory and practical). The suggested assessments can be done in between the weeks when the allocated hairdressing time is short. Some of questions may be combined from different sections to make up one test. Informal assessments and corrections should be on going.</p> <p>Note for the teacher: The weeks do not have to be rigidly adhered to. The topics may be shifted to earlier or later weeks and can be repeated throughout the term as long as all topics are covered and relevant assessments are done. Some learners may progress faster than others due to their ability, these learners should not be held back but allowed to move on to more complex skills</p>
<p>Practical</p> <p>Activity 1 Practical demonstration = 25% of term</p> <p>The learner must be able to demonstrate certain skills acquired during the term. This can be a single task and should not necessarily form part of a bigger model.</p>		

Activity 2 Practical Assessment task (PAT) (Practical project) = 50% of term mark

Learner must produce a practical model (PAT) combining two or more techniques which can be assessed to evaluate their acquisition of skills.

This project should involve the skills, techniques and knowledge of the theory component.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

Theory

Activity 3 Formal written assessment and or assignment – 25%

Scope of work is all the work done during the term.

Year 2 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 5	Perform styling procedures	<p>Identify facial shapes, areas of the head and profiles and features.</p> <ul style="list-style-type: none"> • Facial Shapes: oval, square, round, heart, triangle, long and suitable hairstyles • Areas of the Head: forehead, top, crown, temples, sideburn, nape, neck, hairline • Facial Profiles: concave, convex, straight, low forehead protruding chin • Features: short neck, long thin neck, thin features, high cheek bones • Styling Tools and Products • Roller setting <p>Conduct the basic preparatory steps to styling</p> <p>Parting and roller setting</p> <p>Pincurls and fingerwaving</p> <p>Roller setting</p> <ul style="list-style-type: none"> ○ parting – using a tail comb, parting the hair from forehead to nape, ear to ear (hot cross 	<p>Discussion with observation of learner's features and profiles</p> <p>Identifying of learner's facial shapes</p> <p>Activity 1</p> <p>Draw the head with features and label (exploration)</p> <p>Activity 2</p> <p>Identify facial shapes on a worksheet and on learners</p> <p>Activity 3</p> <p>Draw hairstyles for the different facial shapes</p> <p>Identification of the different styling tools and products</p> <p>Uses of the styling tools and equipment</p> <p>Activity 4</p> <p>Practical exercises in parting, sectioning and roller setting</p> <p>Activity 5</p> <p>Practical lessons using electrical styling equipment especially the hairdryer, ceramic iron and tong</p> <p>Informal Assessment:</p> <p>Identifying of tools</p>

		<p>bun parting)</p> <ul style="list-style-type: none"> ○ use the tail comb efficiently in sectioning and subsection ○ Take accurate parting - how 'clean' the parting is. ○ Take appropriately sized sections for the rollers to be used ○ Place the roller correctly – on-base, off- base and indentation ○ Demonstrate the correct skill of rolling hair, ○ distribute the hair evenly on the roller ○ Make sure there are no fish-hooks, ○ Maintain correct tension, evenness and overall neatness ○ Maintain good posture <p>Blow drying</p> <p>Have knowledge of how to use the following styling equipment and implements:</p> <ul style="list-style-type: none"> ○ Blow-dryer / hairdryer ○ Curling tongs (electrical and non-electrical) ○ Ceramic irons ○ Hot rollers 	<p>Roller setting</p> <p>Formal</p> <p>Identifying of styling tools</p> <p>Identifying of styling products</p> <p>Note for the teacher: Pincurls and Fingerwaving is an intricate skill that uses fine motor coordination. Learners may only be <i>introduced</i> to these skills at this stage. However, learners who show potential to performing the skill should be encouraged to practice and master it if they are ahead in their work. Blow drying can be taught through demonstration lessons initially. Learners must be given the opportunity to hold the hairdryer and brush and get the feel of working with both tools. Learners who are able to manage the skill should be encouraged to blow dry hair so that they master the skill as soon as they are able to do so. Learners may also use the ceramic iron if they are comfortable with it. This gives learners the opportunity to become familiar with the handling of the equipment and the skill is learnt sooner.</p>
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		<ul style="list-style-type: none"> ○ Electrical curling brushes ○ Brushes ○ Combs ○ Rollers ○ Sectioning clips, ○ Pins and clips <ul style="list-style-type: none"> • Identify styling products: <ul style="list-style-type: none"> ○ Gel ○ Hairspray ○ Hair food, ○ Oil sheen spray, ○ Mousses, ○ Serums, ○ Silicon, ○ Wax • Blow drying implements and Equipment <ul style="list-style-type: none"> ○ Styling brushes ○ Vent or roller brush – a roller brush can also be used to straighten the hair ○ Hairdryer brushes ○ Jaw grips ○ Sectioning clips, etc. • Basic blow-drying procedure <ul style="list-style-type: none"> ○ Select a brush ○ Use a styling lotion to protect hair from heat 	
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		<ul style="list-style-type: none"> ○ Section hair and start blow drying at the nape area ○ Hair is dried with hot air from the scalp to the hair ends ○ The flow of air is directed to the top half of the brush in a back and forth movement ○ This method deflects the hot air and reduces the heat ○ Hair should be dried in the same direction that the brush is moving in ● Precautions of blow drying <ul style="list-style-type: none"> ○ Do not hold the hairdryer directly onto the scalp with high heat. This can cause the scalp to burn ○ Do not keep the hairdryer for too long in one place on the hair, hair will get damaged ○ The hair must be properly cooled before combing out ○ Ensure that the scalp is dried first then the hair ○ Consider facial shapes, hair form, hair condition and profile ● Facial shapes <ul style="list-style-type: none"> ○ Oval Face It is usually seen as the ideal shape 	
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		<p>Any style can be used for this face shape</p> <ul style="list-style-type: none"> ○ Round Face The shape has a round hairline, round chin line and wide face The style must aim to create an illusion of length to the face. The hairstyle should have height, lift off the forehead on one side and cover some of the jaw and cheeks to create a narrowing look ○ Square Shape This shape has a straight hairline, a square jawline, and a wide face The style should create the illusion of length and offset the square features A similar hairstyle as for a round face should be used ○ Pear Shape The shape has a narrow forehead, wide jaw and chin line The forehead should be partially covered with a soft fringe and hair should cover part of the jaw line to create length to the face ○ Oblong Shape Has a narrow, long face with hollow cheeks 	
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		<p>To make the face appear fuller, the hair should be styled close to the top of the head with hair and fullness on the sides</p> <p>This creates the illusion of width to the face</p> <ul style="list-style-type: none"> ○ Diamond Shape Has a narrow forehead, extreme width through the cheekbones and narrow chin An oval appearance can be created if there is fullness near the jawline and forehead ○ Heart Shape The face has a wide forehead and narrow chin line To decrease the width of the forehead and increase the width of the lower part of the face, a centre part with curls flipped up or a style slanted to one side is recommended. Softness can be added to the jawline ● Face profiles <ul style="list-style-type: none"> ○ Convex ○ Concave ○ Straight 	
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6	Demonstrate, monitor and manage deportment and the importance of image in the workplace	<ul style="list-style-type: none"> • Maintain high standards of personal hygiene <ul style="list-style-type: none"> ○ Have a daily bath ○ Wash hands after every client and before attending to a client ○ Use a deodorant ○ Wear clean underwear and clothes • Practice good habits <ul style="list-style-type: none"> ○ Brush teeth twice a day and have clean breath ○ Wash hands after visiting toilet, washing hands before eating ○ Keep hair clean, neat and free of nits and lice ○ Keep nails short and clean • Practice good communication skills <ul style="list-style-type: none"> ○ Speak good language with no slangs or abusive words ○ Maintain good eye contact ○ Speak clearly ○ Have a pleasant attitude when communicating ○ Be conscious of body language and what it may communicate ○ Have a positive personal image • Demonstrate good posture when standing, walking, sitting, bending 	<p>Discussions with questions to encourage the learners to talk about personal hygiene</p> <p>Activity 1 Collecting and sticking of pictures of hygiene in the work book</p> <p>Activity 2 Basic manicure and pedicures</p> <p>Activity 3 Role Play on communication skills with different scenarios e.g. Speaking to a client in the salon or answering the telephone</p> <p>Mainly Informal Assessment</p> <p>Observation and correction of communication skills, posture and behaviour and attitudes</p> <p>Positive personal image in the workplace</p> <p>Personal hygiene and good behaviour in the workplace</p> <p>Body language and other non-verbal communication methods</p> <p>Normal posture during standing, sitting and walking</p> <p>Listening skills</p>
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		<ul style="list-style-type: none"> ○ When sitting, keep back upright and do not slouch nor lie over desks ○ When shampooing or blow drying, do not slouch over client ○ Maintain good conduct ○ Behaviour and discipline and also develop good character traits ○ Follow all school ● Follow rules and regulations <ul style="list-style-type: none"> ○ Practice respect and courtesy ○ Use good language, no slangs ● Be aware of the consequences of poor posture <ul style="list-style-type: none"> ○ Painful back ○ Slouched shoulders ○ Poor appearance ○ Offend or annoy client 	<p>Verbal communication skills</p> <p>Formal Assessment</p> <p>Theory (written or oral) On personal Hygiene and Deportment</p>
7	Identify disorders of the skin and hair	<p>Recognise/identify the following hair and scalp disorders and have knowledge of the treatments available</p> <ul style="list-style-type: none"> ○ Hair breakage Stop chemical treatments, improve nutrition and drink plenty of water, use a shampoo for hair breakage ○ Damaged hair/cuticle Avoid harsh physical and chemical treatment of hair, use a good hair conditioner or scalp treatment; trim 	<p>Discussion of the disorders</p> <p>Activity 1 Label diagrams illustrating disorders of the skin and hair</p> <p>Activity 2 Analysing each other's hair to look for breakage, split ends or the other disorders</p> <p>Activity 3 Complete notes on disorders and treatment.</p>

		<p>off the damaged hair</p> <ul style="list-style-type: none"> ○ Ringworm See a doctor for treatment ○ Head lice Manual cleaning of the hair and scalp or use a shampoo for nits and lice such as Quellada ○ Split ends ○ Trim off ○ Dandruff Use a shampoo for dandruff, avoid use soap ○ Psoriasis See a doctor ○ Oily scalp Use a shampoo for oily hair, wash hair more often) ○ Dry scalp Use a shampoo for dry scalp, do an oil treatment, drink more water ○ Baldness If hereditary there is no salon treatment for ○ Temporary loss of hair uses a hair: growing tonic and improve nutrition <p>Precautions to follow when inspecting an area that is contagious.</p> <ul style="list-style-type: none"> ○ Use a glove ○ Refer to doctor or clinic 	<p>Informal assessment Identifying disorders so that learners are able to recognize them when they are exposed to the disorders</p> <p>Formal Assessment Theory test on disorders of the skin and hair</p> <p>Note to teacher: learners must have knowledge of the basic treatment of the non-contagious disorders The theory will remain basic and will advance as the learner progresses into year 4. Learners must also be aware that scalp that has contagious disorders should not be worked on The client should be advised to see a doctors</p>
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8	Consolidate	<ul style="list-style-type: none"> • Teacher must consolidate the following skills: <ul style="list-style-type: none"> ○ Styling ○ Pincurl and fingerwave ○ Deportment ○ Disorder 	
9 – 10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p> <p>Learners will do only two practical tests in the following:</p> <ul style="list-style-type: none"> • Roller-setting • Blow dry • Thermal iron • Tonging <p>Learners will do theory tests in the following:</p> <p>Tests include spelling test, definition tests and identification tests</p> <ul style="list-style-type: none"> • Styling • Deportment • Disorder of the scalp and hair <p>Theory Exam: 25% of the total of all theory test</p> <p>Practicals: 75 % of the total of all practical marks</p> <p>Total for Activity each = 20 marks</p> <p>Notes for the teacher: Most of the time should be allocated to the practical lessons of:</p>	

		<p>Styling in the following:</p> <ul style="list-style-type: none"> Roller-setting Blow dry Thermal iron Tonging <p>These are skills that lay the foundation for every other task in hairdressing especially more advanced tasks such as perming, cutting and advanced styling. During these practical lessons, eye hand co-ordination is further improved, small motor skills are more developed, areas and contours of the head become more familiar to the learner, confidence is elevated and the objective here is to transform the repeated actions towards mastery of the skill. In other words, the learner must be able to master this critical skill to such a degree that one performs it without much thought. The theoretical knowledge familiarizes the learner with every elemental aspect that will later be required to be applied in the practical tasks. It is advisable to allocate two weeks for formal assessment (theory and practical). The suggested assessments can be done in between the weeks when the allocated hairdressing time is short. Some of questions may be combined from different sections to make up one test. Informal assessments and corrections should be on going.</p> <p>Note for the teacher: The weeks do not have to be rigidly adhered to. The topics may be shifted to earlier or later weeks and can be repeated throughout the term as long as all topics are covered and relevant assessments are done. Some learners may progress faster than others due to their ability, these learners should not be held back but allowed to move on to more complex skills</p>
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Practical

Activity 1 Practical demonstration = 25% of term

The learner must be able to demonstrate certain skills acquired during the term. This can be a single task and should not necessarily form part of a bigger model.

Activity 2 Practical Assessment task (PAT) (Practical project) = 50% of term mark

Learner must produce a practical model (PAT) combining two or more techniques which can be assessed to evaluate their acquisition of skills.

This project should involve the skills, techniques and knowledge of the theory component.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

Theory

Activity 3 Formal written assessment and or assignment – 25%

Scope of work is all the work done during the terms.

Year 2 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	HIV/AIDS	<ul style="list-style-type: none"> Understand and comprehend what the disease of HIV/AIDS is and the attitude that one should adopt about it The learner must be aware of the risks associated with working in a salon with regards to HIV/Aids <p>What is AIDS?</p> <ul style="list-style-type: none"> It is a disease caused by a virus called HIV The HIV virus attacks the body's immune system. The immune system protects our bodies from diseases. If the immune system is weak, then our bodies cannot Fight any diseases or infections that attack That is why many AIDS patients die from TB Pneumonia or other such diseases that they come into contact with <p>Who can get Aids</p> <ul style="list-style-type: none"> ANYONE. Any age, gender, race, religion, social class etc. although most HIV positive people are between the age of 18 – 34 <p>Note to teacher: Discuss the risks when working in a salon</p>	<p>Discussion of HIV/AIDS in the context of working in a salon. As well as in a general way so that learners become aware of the disease and are equipped with the necessary knowledge</p> <p>Activity 1 Create a Poster</p> <p>Activity 2 Watch video showing preventative measures that can be taken and other pertinent information – optional. Plays and sketches that are usually produced by the Love Life Campaign</p> <p>Activity 3 Complete worksheets on the content provided</p> <p>Formal Assessment Theory Test (oral or written)</p> <p>Note to the teacher: The content on HIV/AIDS is adequate to give learners basic information in year one and more complex information in year 2, 3 and 4 Note: During these weeks practical lessons on skills previously taught, may also be done</p>

		<ul style="list-style-type: none"> • How can one get AIDS? <ul style="list-style-type: none"> ○ Unprotected sexual intercourse ○ (Teacher to explain that abstinence is a better choice) ○ Pregnant women who are HIV positive or have AIDS ○ Can pass the virus to their unborn babies ○ Infected needles ○ Contact with blood or body fluid that has the HIV • How does one prevent HIV/AIDS? <ul style="list-style-type: none"> ○ Say NO to unprotected sexual intercourse but also remember that condoms are not 100% safe <p>(Teacher to explain)</p> <ul style="list-style-type: none"> ○ Pregnant women who are HIV positive must seek help and take medication to help their unborn babies ○ Babies can be born HIV negative if medication is taken during pregnancy ○ Do not use infected needles ○ (Discuss the use of needles in the use of drugs, tattoos, giving and receiving of blood) ○ Always cover your hands with a plastic/rubber gloves ○ Then handling blood /body fluid 	
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		<ul style="list-style-type: none"> • Some important facts <ul style="list-style-type: none"> ○ There is NO cure for HIV/AIDS however many patients live long and manageable lives when ○ They take their medication (anti-retroviral treatment) ○ Eat healthy ○ Exercise ○ Everyone should get tested to check if they are HIV ○ Positive or not, there is no cost and the test is called the ELISA test ○ People with HIV do not have to disclose (tell) their Employer about their HIV status ○ You cannot be denied an insurance policy if you are HIV positive ○ You cannot tell if someone had AIDS by looking at them, that is why we should expect anyone to have AIDS and take the necessary precautions e.g. use gloves when giving first aid for even the smallest cut that the client has in the salon ○ Discuss myths and wrong beliefs about AIDS e.g. shaking hands, mosquitoes, sexual intercourse with a virgin, etc. • Precautions 	
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		<ul style="list-style-type: none"> ○ Use rubber gloves when dealing with blood / bodily ○ Fluids ○ Disinfect blood spills with jik / bleach ○ Use plaster on all open wounds ○ Injuries at the work place must be treated immediately ○ Assess (check for) risk (danger) to others ○ Dispose (get rid of) material containing blood, needles ○ Bodily fluids responsibly/safely (explain some ways) ○ Do not share personal items and disinfect all ○ Implements after using on a client ○ If you are sexually active, get tested regularly because your HIV status can change ● If you come into contact with blood accidentally <ul style="list-style-type: none"> ○ Rinse the area with running water ○ Seek medical treatment immediately ○ Get tested for HIV ○ Retest after 6 weeks (explain about the window period) 	
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3 - 5	Maintain sanitation in a salon environment	<p>Demonstrate high standards of salon hygiene (ensuring all areas of the salon are clean; sanitation and sterilization (either wet method: sanitise by using Dettol to soak non- metal and non -electrical tools for a short while, or dry method (use a sterilizing cabinet)</p> <ul style="list-style-type: none"> • Have a basic understanding of the natural causes of contamination in regard to safety precautions and procedures in the salon <ul style="list-style-type: none"> ○ Potential sources of contamination: diseases and disorders of skin and hair, viruses, bacteria / germs ○ Potential Consequences: ○ Infection of clients and staff (ringworms, head lice and fungal lice) ○ Loss of business ○ Legal claims and damages ○ Closure of business • Understand the difference between sanitation and sterilization <ul style="list-style-type: none"> ○ Sanitation - to clean with detergent and water, to clean and soak an implement e.g. combs in Dettol solution 	<p>Discussion on the importance of sanitation and the legal implications of not keeping a salon according to regulations</p> <p>Discussion of the spread of germs in a salon due to dealing with clients constantly</p> <p>Identifying sanitizing products and correct use of them, Demonstrating to learners how sanitation is maintained and how tools are sterilized</p> <p>Activity 1 Cleaning of Salon – ongoing after all services.</p> <p>Activity 2 Sterilization of brushes and combs – see sterilization exercise in content</p> <p>Formal assessment on basic sterilization and more advanced assessment can be incorporated in year three and four</p> <p>Informal Assessment Observation of practices by learners with regards to sanitation</p> <p>Note to the teacher The section should be done extensively in year three and four when chemicals are used for chemical services</p>
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		<ul style="list-style-type: none"> ○ Sterilization- to kill germs e.g. using surgical spirit on a scissor • Sterilization Exercise <ul style="list-style-type: none"> ○ Cleaning of brushes and combs ○ Making a solution of water and Dettol, Savlon, Barbersol ○ Soaking brushes and combs for a short period ○ Removing combs and brushes and drying with a clean towel ○ Clean and dry storage of brushes and combs ○ Demonstrate how to dispose salon waste: for example ○ Hazardous waste- red container e.g. blades ○ Recyclable waste- green container e.g. plastics and empty containers ○ General waste- black container e.g. food waste 	
6 - 8	Prepare for and finish off salon service	<ul style="list-style-type: none"> • Prepare themselves, their workstation and their clients for salon service and to • Finish off all relevant service • Organise and prepare the workstation for a salon service 	<p>Discussion on why preparation and finish off is important for the client and how order can be created with preparation before a service</p> <p>Activity 1</p> <p>Walkabouts in the salon with learners to show safe</p>

		<ul style="list-style-type: none"> ○ Make sure that the workstation and all surface areas are clean and sanitised ○ Set up the work area with the relevant linen, tools and implements that are required for the service ○ Ensure that all the tools and implements are clean, sanitised and in proper working order ○ Ensure that the floors are free of loose hair or water spillage to avoid slipping ○ Consider the client's safety and convenience for every service that is performed ○ Use protective wear when working with chemicals and taking the necessary precautions when working with sharp tools ○ Prepare products according to the manufacturer's instruction ○ Make sure that all products, tools and equipment are properly stored after use ○ Make sure that waste products are properly disposed of • Have knowledge of a consistent application of safe work practices and emergency procedures <ul style="list-style-type: none"> ○ Maintain a safe and well-organized reception area, cubicles, workstation and walkways ○ Ensure that all routines are performed safely, effectively and efficiently with minimum 	<p>work practices and inspecting areas of the salon to assess cleanliness</p> <p>Activity 2 Create a poster to show hazards eg. water spillage with someone slipping, or cords across the floor</p> <p>Activity 3 Role play and mock lessons. To highlight the dangers of careless practices</p> <p>Note to the Teacher. Basic discussions and practical lessons can be done in year one and two More in-depth material can be used for year three and four as more advanced services are performed</p> <p>Informal Assessment Observation of learner practices and ongoing correction</p>
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		<p>inconvenience to clients and other workers</p> <ul style="list-style-type: none"> ○ Equipment and tools, materials and products are organised and prepared as the salon requires ○ The workstation is cleaned and sanitised ○ Waste is promptly removed and disposed according to occupational health and safety regulations ○ Spills, waste and other harmful chemicals are removed from floors and cubicles as stated by the health and safety manual ○ Equipment, linen and consumable materials are maintained and stored properly ○ Furniture, tools and equipment are arranged, cleaned, disinfected before use ○ Types of products to be used in the service are arranged and prepared in according to the manufacturer's instructions <ul style="list-style-type: none"> ● Receive and consult with clients <ul style="list-style-type: none"> ○ Client welcoming environment is well maintained and clean ○ Client's needs and expectations are seen to so that the correct advice about the service is given ○ The client is gowned and prepared for the service ○ Consent is gained for some treatments to be safe from being sued 	
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		<ul style="list-style-type: none"> ○ The client's specific treatment area is analysed in order to select appropriate products and processes ○ Client information is recorded in a record card for future reference 	
9 – 10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p> <p>Learners will do only two practical tests in the following:</p> <ul style="list-style-type: none"> • Shampoo, condition and treat scalp and hair • Roller-setting • Blow dry • Thermal iron • Tonging <p>Learners will do theory tests in the following:</p> <p>Tests include spelling test, definition tests and identification test</p> <ul style="list-style-type: none"> • HIV • Sanitation • Retail • Finish off <p>Theory Exam: 25% of the total of all theory test Practicals: 75 % of the total of all practical marks Total for Activity each = 20 marks</p>	

		<p>Notes for the teacher: Most of the time should be allocated to the practical lessons of:</p> <p>Shampoo, condition and treat scalp and hair</p> <p>Styling in the following:</p> <p>Roller-setting</p> <p>Blow dry</p> <p>Thermal iron</p> <p>Tonging</p> <p>These are skills that lay the foundation for every other task in hairdressing especially more advanced tasks such as perming, cutting and advanced styling. During these practical lessons, eye hand co-ordination is further improved, small motor skills are more developed, areas and contours of the head become more familiar to the learner, confidence is elevated and the objective here is to transform the repeated actions towards mastery of the skill. In other words, the learner must be able to master this critical skill to such a degree that one performs it without much thought. The theoretical knowledge familiarizes the learner with every elemental aspect that will later be required to be applied in the practical tasks. It is advisable to allocate two weeks for formal assessment (theory and practical). The suggested assessments can be done in between the weeks when the allocated hairdressing time is short. Some of questions may be combined from different sections to make up one test. Informal assessments and corrections should be on going.</p> <p>Note for the teacher: The weeks don't have to be rigidly adhered to. The topics may be shifted to earlier or later weeks and can be repeated throughout the term as long as all topics are covered and relevant assessments are done. Some learners may progress faster than others due to their ability, these learners should not be held back but allowed to move on to more complex skills</p>
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Year 2 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 3	Provide reception and administrative services	<ul style="list-style-type: none"> • Welcome, receive and attend to clients <ul style="list-style-type: none"> ○ Meet and greet the client by name (if the appointment was made) ○ Take the clients coat and hang up if necessary ○ Seat the client at the reception area if she / he has to wait ○ Offer the client a beverage if it is the salons policy ○ Indicate to client where the rest room ○ To randomly check on client while he /she is waiting • Basic payment methods <ul style="list-style-type: none"> ○ Cash ○ Credit ○ Cards ○ Debit cards • Answer the telephone using basic etiquette <ul style="list-style-type: none"> ○ Answer the telephone promptly ○ Have a pleasant tone (the client can sense the mood over the phone) ○ Greet the client in a professional manner 	<p>Discussion on payment methods</p> <p>Activity 1 receiving, greeting, welcoming and attending to each other as one would in a real situation</p> <p>Activity 2 Mock telephone conversations for learners relating to reception or salon procedure</p> <p>Informal Assessment Observation and correction or praise of learner behaviour and attitude</p> <p>Formal Assessment Theory test on content</p>

		<ul style="list-style-type: none"> ○ Mention the name of the salon ○ Avoid slangs language ○ Speak audibly ○ Avoid eating or drinking while on the phone ○ Avoid screaming to call for a staff rather putting the receiver down then proceeding to the staff member ○ Keep conversations to the minimum to avoid the phone being engaged ○ Repeat the appointment and service ○ End the call with a “thank you” 	
4 - 6	Plan to manage one's time	<ul style="list-style-type: none"> ● Set realistic goals for tasks and activities <ul style="list-style-type: none"> ○ Set goals using smart criteria ○ Consider factors that will prevent goal setting ○ Differentiate between short, medium and long-term goals ● Prioritise tasks and activities <ul style="list-style-type: none"> ○ Time available ○ Time allocated ○ Task rating according to urgency and importance ● Draw up a plan for tasks and activities <ul style="list-style-type: none"> ○ List the steps ○ Use different time schedules ● Carry out tasks and activities as planned <ul style="list-style-type: none"> ○ Checklist 	<p>Discussion on managing one's time</p> <p>Activity 1</p> <p>Written exercise and asking learners to be aware of small everyday goals they set and if they achieve them</p> <p>Informal Assessment</p> <p>Use SMART criteria eg do a checklist for a salon service like shampoo (plan and prepare)</p> <p>Encourage learners to practice using the SMART criteria for all tasks that they have to undertake</p> <p>Formal assessment</p> <p>To be done in year three and four</p>

		<p>Compile a 'to do' list and tick</p> <ul style="list-style-type: none"> ○ Evaluation (Use the smart criteria) <p>S–Specific</p> <p>M – Measurable</p> <p>A – Achievable</p> <p>R – Realistic</p> <p>T- Time</p> ○ Solution <p>Contingency measures (have a plan B)</p> 	
7	Consolidate	<ul style="list-style-type: none"> ● Teacher must consolidate the following skills: <ul style="list-style-type: none"> ○ Orientation – Introduction/Terminology ○ Safety ○ Shampoo, condition and treat scalp and hair ○ Styling ○ Deportment ○ Disorder ○ HIV/AIDS ○ Sanitation ○ Retail ○ Finishing off salon services ○ Reception ○ Time management 	

8 – 10	Formal Assessment	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p> <p>Notes for the teacher: Most of the time should be allocated to the practical lessons of:</p> <p>Shampoo, condition and treat scalp and hair</p> <p>Styling in the following:</p> <p>Roller-setting</p> <p>Blow dry</p> <p>Thermal iron</p> <p>Tonging</p> <p>These are skills that lay the foundation for every other task in hairdressing especially more advanced tasks such as: perming, cutting and advanced styling. During these practical lessons, eye hand co-ordination is further improved, small motor skills are more developed, areas and contours of the head become more familiar to the learner, confidence is elevated and the objective here is to transform the repeated actions towards mastery of the skill. In other words, the learner must be able to master this critical skill to such a degree that one performs it without much thought. The theoretical knowledge familiarizes the learner with every elemental aspect that will later be required to be applied in the practical tasks. It is advisable to allocate two weeks for formal assessment (theory and practical). The suggested assessments can be done in between the weeks when the allocated hairdressing time is short. Some of questions may be combined from different sections to make up one test. Informal assessments and corrections should be on going.</p> <p>Note for the teacher: The weeks don't have to be rigidly adhered to. The topics may be shifted to earlier or later weeks and can be repeated throughout the term as long as all topics are covered and relevant assessments are done. Some learners may progress faster than others due to their ability, these learners should not be held back but allowed</p>
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		to move on to more complex skills.
<p>Practical</p> <p>Activity 1 Practical demonstration = 25% of term</p> <p>The learner must be able to demonstrate certain skills acquired during the term. This can be a single task and should not necessarily form part of a bigger model.</p> <p>Activity 2 Practical Assessment task (PAT) (Practical project) = 50% of term mark</p> <p>Learner must produce a practical model (PAT) combining two or more techniques which can be assessed to evaluate their acquisition of skills.</p> <p>This project should involve the skills, techniques and knowledge of the theory component.</p> <p>Assessment is done according to a rubric which includes all the skills acquired during the year. Marks must be converted to be 50% of total term mark</p> <p>Theory</p> <p>Activity 3 Formal written assessment and or assignment – 25%</p> <p>Scope of work is all the work done during term. 3 and 4</p>		

Year 3 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 – 8	<p>Cut ladies hair</p> <p>Cut and shape gents hair</p>	<p>Cut ladies hair</p> <p>Understand factors that influence styling</p> <ul style="list-style-type: none"> ○ Prepare and consult with client to agree on desired haircut ○ Apply the knowledge of hair cutting ○ Cut hair to achieve a variety of one length looks <p>Cut hair to achieve a variety of layered looks</p> <p>Cut hair using a variety of graduation techniques to achieve various fashion looks</p> <p>Procedure:</p> <ul style="list-style-type: none"> ○ Prepare the work station for the cut ○ Section and sub-section the hair before and during cutting/shaping ○ Take in account critical influencing factors such as facial shapes, features, body form, hair type, hair texture and hair growth patterns ○ Hold the scissors and comb in the proper cutting hold 	<p>Discussion on how facial shapes influence cuts</p> <p>Demonstration and step by step explanation as the cutting is demonstrated</p> <p>Activity 1</p> <p>Mock practical lessons initially with head-forms (no actual cutting) only scissor /comb hold and sectioning is practiced</p> <p>These steps of combing the hair, placing the comb between the thumb and forefinger, then mock cutting, is practiced until the sequence of steps become involuntary</p> <p>Videos on cutting different styles and techniques</p> <p>Activity 2</p> <p>Practical cutting of hair on live models (one length cut)</p> <p>Workshops by arranged with experienced hairdressers</p> <p>Activity 3</p> <p>Complete the client information on record cards</p>

		<ul style="list-style-type: none"> ○ Section, grip, comb and cut the hair while NOT leaving the scissor and comb on the table ○ Maintain good posture, tension and direction while cutting the hair ○ Do a complete club cut on long hair ○ Apply the same principle to cut a short or shoulder length Bob haircut ○ Section hair from the nape area and extend hair at different angles away from the scalp to feather cut the hair (layering) ○ Section the hair and proceed towards the crown area to complete the feather cut ○ Apply the same feather cut principle to cut short hair in layers ○ Apply the same principle or technique using a thinning scissor ○ Apply the same technique using a feather cut razor blade ○ Apply the same feather cut principle to cut the bottom of a Bob haircut in a graduation cut ○ Maintain design line throughout the cut <p>Cut gents hair</p> <p>Cut hair using two or more cutting techniques in one style (scissors, razor, thinning out scissors)</p>	<p>Informal Assessments</p> <p>Explanation and application of the theory by learners</p> <p>Practical exercises of cutting ladies and gents hair with ongoing critique and corrections</p> <p>Formal Assessment</p> <p>Theory test on cutting implements, types of cuts, cutting areas of the head</p> <p>Assignments on the various cuts and styles</p> <p>Practical cutting</p> <p>Written tests</p> <p>Completion of the client's record card</p> <p>Note to the teacher</p> <p>These steps of combing the hair, placing the comb between the thumb and forefinger, then mock cutting, is practiced until the sequence of steps become involuntary Videos on cutting different styles and techniques can be shown.</p>
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		<p>Cut hair using scissor over comb/clipper over comb technique</p> <p>Cut hair using clipper techniques for males</p> <p>Cut and trim facial hair</p> <p>Cut hair using razor cutting techniques</p> <p>The learner must be able to adhere to all safety and hygienic practices throughout the process and ensure finishing off steps</p>	
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>Practical</p> <p>Activity 1 Practical demonstration = 25% of term</p> <p>Mock practical lessons initially with head-forms (no actual cutting) only scissor /comb hold and sectioning is practiced. Thereafter on live models</p> <p>Activity 2 Practical Assessment task (PAT) (Practical project) = 50% of term mark</p> <p>Practical cutting of hair on live models (one length cut)</p> <p>Workshops to be arranged with experienced hairdressers</p> <p>Theory</p> <p>Activity 3 Formal written assessment and or assignment – 25%</p> <p>Scope of work is all the work done during the term.</p>			

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 8	Perform a hair colouring service	<p>Differentiate between primary, secondary and tertiary colours (refer to colour wheel)</p> <p>Understand the pH scale</p> <p>Use a colour chart</p> <p>Reasons for colouring hair</p> <p>Understand natural hair pigmentation with reference to:</p> <p>Formation of natural pigments</p> <p>The pigments naturally occurring in melanin</p> <p>Types of melanin</p> <p>Have knowledge of the four natural hair colours</p> <p>Blonde</p> <p>Brown</p> <p>Red</p> <p>Black</p>	<p>Discussion of the pH scale using common hairdressing products such as shampoo</p> <p>Activity 1</p> <p>Writing of notes</p> <p>Activity 2</p> <p>Practical lessons mixing colours with colour pencils to create different colours</p> <p>Activity 3</p> <p>Study of colour chart</p> <p>Activity 4</p> <p>Sectioning and mock application of conditioner on head forms as it would be done with tint.</p> <p>Activity 5</p> <p>Mixing of colours with peroxide and application on pieces of hair that has been saved from previous cuts (exploring with colours)</p>

		<p>Analyse hair and scalp for the colouring process with reference to:</p> <ul style="list-style-type: none"> ○ Scalp condition ○ Condition of the hair ○ Hair texture and porosity ○ Patch test to test for allergy ○ Strand test to test elasticity ○ Compatibility test to check for previous chemical products on the hair e.g. henna <p>Understand the pH rating</p> <ul style="list-style-type: none"> ○ Our skin, scalp and products all have a pH level ○ The pH shows how alkaline or acidic something is ○ A pH scale that ranges from zero to 14 ○ The middle number, 7 is neutral ○ Pure water is neutral ○ If a product has a pH of less than 7 then it has an acid pH ○ If it has a pH of more than 7 then it has an alkaline pH 	<p>Activity 6 Sectioning of hair and application of tint on live models</p> <p>Formal Assessments</p> <p>Practical Test mixing and application of colour on live model</p> <p>Written and / or oral test on content</p>
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		<ul style="list-style-type: none"> ○ Alkaline solutions soften and swells hair while acid solutions contracts and hardens hair ○ The pH scale gives the average pH values of some of products used in the salon <p>Mix colours</p> <p>Understand the colour wheel works</p> <p>Create colours from primary and secondary colours</p> <p>Do a neutralisation process with a balancing rinse</p> <p>Match colours</p> <p>Have a basic understanding of hair colours with reference to</p> <ul style="list-style-type: none"> ○ Temporary colours (six to eight weeks on the hair) ○ Other temporary colour (one shampoo e.g. spray on) ○ Semi-permanent colouring (eight to twelve weeks) ○ Permanent colouring (until hair grows out) <p>Know the reasons for colouring hair</p> <ul style="list-style-type: none"> ○ Cover grey hair ○ Change the natural colour of the hair to another colour ○ Restore hair to its natural colour 	
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		<ul style="list-style-type: none"> ○ Create colour effects ○ Enhance or create highlights <p>Know the procedure of permanent hair colouring</p> <ul style="list-style-type: none"> ○ Fill in an analysis sheet and record card to select colour and peroxide strength ○ Use the different strengths of peroxide appropriately ○ Apply tint ○ First prepare the work station ○ Gown the client ○ Section the hair ○ Mix the tint ○ Apply the tint into sub-sections ○ Apply tint to long hair; regrowth and virgin hair ○ Apply semi-permanent colour as if it were tint ○ Demonstrate the correct use of development time ○ Use additional heat when required ○ Demonstrate tinting close to natural colour ○ Be aware of developmental time 	
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		<ul style="list-style-type: none">○ Emulsify hair before rinsing○ Demonstrate the removal of the tint and the proper aftercare procedure	
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
Practical Activity 1 Practical demonstration = 25% of term Activity 2 Practical Assessment task (PAT) (Practical project) = 50% of term mark Sectioning of hair and application of tint on live models Theory Activity 3 Formal written assessment and or assignment – 25% Scope of work is all the work done during the terms.			

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 8	Perform a hair relaxing procedure	<p>Understand the basic structure of hair and how it will change after the hair has been relaxed</p> <p>Have a basic understanding of what happens to the hair during the relaxing process</p> <ul style="list-style-type: none"> Carry out a hair analysis to choose the appropriate relaxer for the client <p>Properties of hair</p> <ul style="list-style-type: none"> Hair texture (feel of the hair) Porosity (how open or cuticles are for absorption) Elasticity (the stretch of the hair when it is wet) Density (the amount of hair) Length (how long or short the hair is) Scalp conditions (see disorders of scalp) Growth patterns (direction of hair growth) <ul style="list-style-type: none"> Influence of facial shapes, profiles and body proportions on selection of hair design (refer to styling and cutting) 	<p>Discussion on hair structure</p> <p>Demonstration on sectioning and application of relaxer</p> <p>Video Clips on relaxing of hair</p> <p>Activity 1</p> <p>Practical lesson on sectioning</p> <p>Activity 2</p> <p>Practical lesson on application of relaxer</p> <p>Informal Assessment</p> <p>Learners analyse each other learner's hair</p> <p>Sectioning of hair and mock application</p> <p>Formal Assessment</p> <p>Practical test on analysis of hair and scalp</p> <p>Practical test on application and neutralizing of relaxer</p> <p>Written and/ or oral theory test on properties of hair, hair</p>

		<ul style="list-style-type: none"> • Hair shapes <ul style="list-style-type: none"> ○ Oval – Asian hair- straight to wavy ○ Round – Caucasian – straight to wavy ○ Flat – Ethnic – frizzy • The Layers of hair <ul style="list-style-type: none"> ○ Medulla ○ Cortex ○ Cuticle • Hair Types <ul style="list-style-type: none"> ○ Fine – thin ○ Medium - normal ○ Course - thick • Methods of chemical relaxing <ul style="list-style-type: none"> ○ Comb method ○ Brush method ○ Finger method • Strength of relaxers <ul style="list-style-type: none"> ○ Mild 	<p>shapes, methods of relaxing, strengths of relaxers precautions and procedure of hair relaxing</p>
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		<ul style="list-style-type: none"> ○ Regular ○ Super ● Preparation <ul style="list-style-type: none"> ○ Products used in and for the relaxing of hair and after care ○ Record keeping systems, policies and procedures ○ Hair analysis techniques ○ Hygiene, safety and sanitization procedures ○ Salon procedures for preparing the workstation and client ● Adhere to safety precautions for a relaxing service <ul style="list-style-type: none"> ○ Use a pair of gloves ○ Select relaxer strength according to the hair texture, results of hair and scalp analysis Apply barrier cream according to manufacturer's instructions ○ Do not use heat it will open pores of the hair and also cause scalp irritation ○ Use a protective base e.g. (barrier cream) ○ Apply relaxer away from the base of the hair (near scalp) the natural heat speeds up the process 	
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		<ul style="list-style-type: none"> ○ Apply last to the ends of the hair as it is porous ● Procedure for virgin hair is the same as above ○ Divide the hair into four sections ○ Begin at the back-right hand section, apply relaxer to subsections ○ Use an applicator or the back of a comb ○ Lift sub-sections and apply underneath ○ Lay the completed subsection up and out of the way(lying towards the front and top) ○ Complete then move over to the next back section and finally to the front sections ○ Lastly apply to roots and hair ends ○ Smooth the cream through the hair to stretch the hair gently into straight position ○ Do a strand test by pressing the hair against the scalp to see if the curl has been removed ○ When the hair has been sufficiently straightened, remove the cream and dispose of responsibly (in the bin, not in sink) ○ Rinse the hair with warm water, not hot as it will cause 	
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		<div>discomfort</div> <div><ul style="list-style-type: none">○ Use a strong water spray and use the fingers to remove the relaxer○ Shampoo with a neutralizing shampoo according to manufacturer's instructions○ Gently comb the hair from the nape area while the neutralizer is still on the hair○ Rinse after processing time○ Condition the hair</div>	
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<div>Practical</div> <div><div>Activity 1</div><div>Practical demonstration = 25% of term</div><div>Sectioning of hair and mock application</div></div> <div><div>Activity 2</div><div>Practical Assessment task (PAT) (Practical project) = 50% of term mark</div><div>Practical test on application of relaxer</div></div> <div>Theory</div> <div><div>Activity 3</div><div>Formal written assessment and or assignment – 25%</div><div>Scope of work is all the work done during the term.</div></div>			

Written and/ or oral theory test on properties of hair, hair shapes, methods of relaxing, strengths of relaxers precautions and procedure of hair relaxing

PUBLIC COMMENT

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 7	Perform hair braiding and dreadlock technique	<p>Explain and perform braiding and dreadlocks techniques on natural hair</p> <p>(On scalp braiding technique and techniques using a braiding hairpiece)</p> <ul style="list-style-type: none"> • Advantages of dreadlocks on natural hair <ul style="list-style-type: none"> ○ Creates a style ○ Adds length to hair ○ Improves image • Disadvantages of dreadlocks on natural hair <ul style="list-style-type: none"> ○ Eventually removes the hairline ○ Adds weight ○ Damages cuticles • Products for the dreadlock service <ul style="list-style-type: none"> ○ Base cream ○ Dreadlock • Procedure <ul style="list-style-type: none"> ○ Twist the hair in a clockwise/anti-clockwise direction with 	<p>Discussion on profiles, facial shapes, hair condition and the appropriate styles for braids and dreadlock</p> <p>Activity 1</p> <p>Complete notes on braids and dreadlock</p> <p>Activity 2</p> <p>Demonstration of braids and dreadlock</p> <p>Activity 3</p> <p>Practical lessons on head forms or on live models</p> <p>Informal Assessment</p> <p>(more an explorative and creative exercise</p>

		<p>fingers/comb according to service requirements</p> <ul style="list-style-type: none"> ○ Apply moulding cream or gel to the twisted hair <p>Perform dreadlocks extension techniques on natural or chemically relaxed hair</p> <ul style="list-style-type: none"> • Method of applying artificial hair <ul style="list-style-type: none"> ○ Section and plait hair in preparation for dreadlock extension ○ Weave or twist artificial dreadlocks into sectioned/plaited hair • Adhere to precautions when applying artificial dreadlock <ul style="list-style-type: none"> ○ Use a base cream ○ Use correct tools and equipment ○ Do not brush the hair prior to the service ○ Do not do any chemical treatment before the dreadlocks • Perform on-scalp braiding technique <ul style="list-style-type: none"> ○ Corn row ○ French plait • Know the Advantages <ul style="list-style-type: none"> ○ Creates a style 	
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		<ul style="list-style-type: none"> ○ Neatens hair ○ Improves image • Know the Disadvantages <ul style="list-style-type: none"> ○ Braids pulled to tight on scalp causes hair loss due to loss of blood supply to hair follicle ○ Eventually removes the hairline ○ Causes ingrown hair ○ Damages follicles • Use the correct products and implements for the on-scalp braiding service <ul style="list-style-type: none"> ○ Hair food ○ Wool ○ Tail comb ○ Sectioning clip • Braid according to industry standards and client requirements <ul style="list-style-type: none"> ○ Techniques ○ Correct tension ○ Uniform sections ○ Equal tension throughout style 	
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		<p>Perform braiding techniques using a braiding hairpiece and explain braiding methods</p> <ul style="list-style-type: none"> • Braiding hair pieces <ul style="list-style-type: none"> ○ 100% natural human hair ○ Synthetic hair ○ Wool • Explain procedure for applying braiding techniques using braiding hair pieces <ul style="list-style-type: none"> ○ Section hair in preparation for a braiding technique ○ Braid hair piece to hair and fuse with hair ○ Be mindful of the following when braiding ○ Have uniform sections ○ Use equal tension throughout style • Advise clients about the following <ul style="list-style-type: none"> ○ Factors that influence choice of dreadlocks and/or braiding design (facial shape and profile) ○ After-care products for use with braids and dreadlocks ○ Advantages and disadvantages (refer above) of braiding ○ How the hair will be sectioned for braiding 	
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		<ul style="list-style-type: none">○ Relevant products that will be used with hair pieces	
8 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>Practical</p> <p>Activity 1 Practical demonstration = 25% of term</p> <p>Demonstrate of long hair styles on different facial shapes</p> <p>Activity 2 Practical Assessment task (PAT) (Practical project) = 50% of term mark</p> <p>Learners will do practical tests in Cut gents' hair, cut ladies hair, perform a hair colouring service, perform a relaxing service and one braiding service.</p> <p>Theory</p> <p>Activity 3 Formal written assessment and or assignment – 25%</p> <p>Scope of work is all the work done during term 3 and 4</p>			

Year 4 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 2	Market retail products and services	<ul style="list-style-type: none"> Convey to the customer information relating to product and services through the various means of communication <ul style="list-style-type: none"> E-mails Sms Adverts Pamphlets Posters Product related information <ul style="list-style-type: none"> Wella, Revlon, Black Like Me, through samples Features and benefits of products and services such as treatments and hair accessories Create a product display using the tools <ul style="list-style-type: none"> Plan of display Good colour Light 	<p>Techniques, activities, resources and process notes</p> <p>Discussion of how clients can be attracted to the salon through media and communication</p> <p>Demonstration of how to set up a display</p> <p>Activity 1</p> <p>Complete worksheets</p> <p>Video Clips</p> <p>Adverts can be used to show learners how salons advertise to draw in clients</p> <p>Field trips to salons to view displays and note how the skills were used - optional</p> <p>Informal Assessment</p> <p>Mock play of selling products to a client</p> <p>Learner to assess and critique a display</p> <p>Formal Assessment</p>

		<ul style="list-style-type: none"> ○ Accessibility ○ Product size ○ Principles of display ○ Suitability for hair ○ Tag product selling price (price tag according to the salons requirements e.g. bar coding, price list) ○ Manufacturer's promotional boards and flyers 	<p>Create a poster</p> <p>Draw up an advert</p> <p>Set up a display</p>
3 - 5	Care for customers	<p>Have a general knowledge of South African culture and thorough knowledge of local area so that services can be offered within context, that is: the hairstyling needs of the people of the area</p> <ul style="list-style-type: none"> • Identify customer needs and expectations <ul style="list-style-type: none"> ○ Main human needs including those that are physical, social, emotional, esteem and intellectual needs are understood, and are acted upon ○ Learners must be made aware of clients' specific needs such as a higher seat ○ Products and services are correctly identified and offered to customers ○ Questions and queries are addressed appropriately • Recognize customer dissatisfaction and act to resolve the 	<p>Discussion on customer needs and expectations</p> <p>Activity 1 Role play to creating various scenarios especially conflicts and how to handle them</p> <p>Informal Assessment</p> <p>Correcting of learner behaviour and how they treat each other</p> <p>Relate incidents to work situations</p> <p>Formal Assessment</p> <p>Theory (written and/or oral)</p>

		<p>situation</p> <ul style="list-style-type: none"> ○ Complaints are handled promptly, positively, sensitively and politely ○ Customers complaints are resolved mainly to the benefit of the client ○ Complaints are referred to the appropriate person <p>• Identify and use opportunities to enhance the quality of customer services</p> <ul style="list-style-type: none"> ○ Where prior requirements or requests have been made, including bookings, these are clarified with responsible persons prior to customer arrival ○ Customer service standards are maintained at all time ○ The needs of customers are always seen to ○ Communicate with all customers equally well ○ Customers are greeted courteously on arrival ○ Customers are treated with the necessary respect ○ Culture sensitivities are recognized and accommodated 	
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6 - 8	Perform a perming service	<ul style="list-style-type: none"> • Prepare the workstation and the client for a perming service • Procedure <ul style="list-style-type: none"> ○ Prepare work station with required tools and products (tail comb, grips, perm endpapers, rods, cotton wool, cape, protective balm, applicator bottle, perm lotion, neutralizer, hairdryer after care treatment) ○ Practice hygiene, sanitation and safety ○ Prepare client with towels and cape ○ Do a scalp analysis and check for porosity • Section the hair <ul style="list-style-type: none"> ○ Section the hair into uniform working areas at the top, front, crown, sides, back and nape ○ Parting is also known as blocking and the learner should be able to carry out the following steps ○ Arrange sections uniformly ○ Sub-divide sections equally (blockings) ○ Create clean and uniform partings (length and width) 	<p>Demonstration on sectioning and winding rods with perm endpapers</p> <p>Activity 1</p> <p>Section the head for winding of perm on head form</p> <p>Activity 2 Perm rods into the sections using perm rods and perm endpaper without chemicals on the head form</p> <p>Activity 3 Complete a full head of perm</p> <p>Note to the teacher For the complete perm the teacher can decide if the actual chemicals and live models are to be used</p> <p>Informal Assessment</p> <p>Practical winding of perm until the learner has had ample time to learn the skill</p> <p>Formal Assessment</p> <p>Perm winding on a head form without the chemical process</p> <p>Theory tests on procedure and precautions (Oral and/ or written)</p>

		<ul style="list-style-type: none"> ○ Match the size of the blocking with that of the diameter of the rod being used ○ The length of the blocking should be about the length of the rod being used ○ Wind the rods using perm endpaper and even tension ○ Use cotton wool around hairline to protect clients face ○ Apply perm lotion well on all rods ○ Set a timer for development time of the perm ○ Test curl: unfasten one rod and unwind the curl about one and a half turn. <p>Hold the rod with both thumbs on either side and carefully push the rod towards the scalp so that the hair falls loosely into a wave pattern</p> <p>A definite “S” pattern indicates that the optimum curl has been formed</p> <p>Wind the test rod again</p> <ul style="list-style-type: none"> ○ Rinse the rods under strong spray when curl has taken ○ Dab rods with towel while still on the hair. 	
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		<ul style="list-style-type: none"> ○ Apply neutralizer according to manufacturer's instructions ○ Set a timer for processing time ○ Unwind rods gently ○ Rinse well ○ Condition hair ○ Blow dry and style ○ Give client after care advice ● Precautions when perming <ul style="list-style-type: none"> ○ Do not do a perm if the scalp has a rash or cut ○ Complete the winding to the end of the hair strands to avoid 'fish hooks' ○ Do not wind hair tightly to the scalp it will cause inflammation or swelling ○ Do not over process the hair it will cause damage to the hair ○ Follow the exact processing time for the neutralizer so that the curl fixes into place ○ Always protect the client's face and eyes 	
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		Wrapping patterns <ul style="list-style-type: none"> ○ Single wrap ○ Double wrap ○ Straight back ○ Dropped crown ○ Spiral wrap ○ Stack perm 	
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9-10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>Practical</p> <p>Activity 1 Practical demonstration = 25% of term</p> <p>The learner must be able to demonstrate certain skills acquired during the term. This can be a single task and should not necessarily form part of a bigger model.</p> <p>Activity 2 Practical Assessment task (PAT) (Practical project) = 50% of term mark</p> <p>This project should involve the skills, techniques and knowledge of the theory component.</p> <p>Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark</p> <p>Theory</p> <p>Activity 3 Formal written assessment and or assignment – 25%</p>		

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 8	Research and plan equipping of a salon	<ul style="list-style-type: none"> Plan the layout of the salon and calculate the area required to perform the desired services in accordance with legal and organisational requirements <ul style="list-style-type: none"> Health and safety Number of workstations Storage space Lighting <p>Theme and colour scheme</p> <p>Accessibility (clients' cultural and disability factors)</p> <p>Rental contracts in terms of their advantages and possible pitfalls</p> <ul style="list-style-type: none"> Plan for safe working environment and products in a salon: <ul style="list-style-type: none"> The requirements for natural ventilation are explained in terms of the layout of the salon The salon and products to be used are evaluated in terms of their potential hazards and the impact this has on the layout 	<p>Discussion on how salons are planned in layout.</p> <p>Activity 1</p> <p>Field trips to salons nearby the school (if possible) to see how the salons are planned and equipped</p> <p>Video Clips (internet use teacher's Lap Top or Tablet)</p> <p>Formal Assessment</p> <p>Plan a salon (project, assignment)</p>

		<ul style="list-style-type: none"> ○ Emergency procedures to deal with hazards are planned According to safety laws: <ul style="list-style-type: none"> ▪ Fire ▪ Injuries ▪ Contamination ▪ Poising ○ Optimal lighting plan for the salon is designed to prevent work related injuries and provide a pleasing atmosphere <ul style="list-style-type: none"> ● Plan for equipment and products: <ul style="list-style-type: none"> ○ Deciding on colour scheme and layout for a basic salon ○ thinking about characteristics and style for the salon ○ A budget for all the necessary equipment to start up a salon is researched ○ A budget for all the necessary products to start up a salon is researched ○ A budget for all necessary retail products to start up a salon is planned according to the latest fashion and demand ● Research and plan for branding: <ul style="list-style-type: none"> ○ A salon brand is formulated that provides a optimum impact ○ Deciding on target market (clients) 	
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		<ul style="list-style-type: none">○ Quotations for printing and display requirements are acquired○ Ideas for street advertising are investigated according to marketing protocols and branding requirements○ Connecting a telephone and answering service for the salon is evaluated <p>Time, cost and procedures involved in connecting water and electricity are identified</p>	
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

Practical

Activity 1 Practical demonstration = 25% of term

Learners receive s a drawing of a salon layout and must research and plan accord to the given instructions.

Activity 2 Practical Informal Assessment task (PAT) (Practical project) = 50% of term mark

This project should involve the skill, techniques and knowledge of the theory component taught across the year. Assessment is done according to the rubric which reflects all the skills acquired.

Theory

Activity 3 Formal written assessment and or assignment – 25%

WEEK	TOPIC	CONTENT Revision and Consolidation The learner is able to:	Techniques, activities, resources and process notes
1 - 2	Safety Styling	<ul style="list-style-type: none"> Illustrate the importance of safety and security in the salon Perform styling techniques 	<p>Oral discussions in pairs and in groups</p> <p>Access information from reference books or suitable resources</p> <p>Sort information</p> <p>Present information visually</p> <p>Practical demonstration</p>
5	Shampoo, condition and treat scalp and hair Deportment Employment	<ul style="list-style-type: none"> Shampoo, condition and treat scalp and hair Introduce the basic communication for effective customer service in the workplace Explain the context and structure of qualification for the specific occupation 	<p>Oral discussions in pairs and in groups</p> <p>Access information from reference books or suitable resources</p> <p>Sort information</p> <p>Present information visually</p> <p>Practical demonstration</p>
6	Disorders of the skin and hair HIV	<ul style="list-style-type: none"> Identify disorders of the skin and hair Basic knowledge of HIV/AIDS: individual, workplace, society 	<p>Oral discussions in pairs and in groups</p> <p>Access information from reference books or suitable resources</p> <p>Sort information</p>

	Sanitation	<ul style="list-style-type: none"> Maintain sanitation in a salon environment 	Present information visually Practical demonstration
7	Retail products and services Finish off Reception and administrative service	<ul style="list-style-type: none"> Market retail products and services Prepare for and finish off salon services in the salon environment Provide reception and administrative service 	Oral discussions in pairs and in groups Access information from reference books or suitable resources Sort information Present information visually Practical demonstration
8		Consolidate and Revise <ul style="list-style-type: none"> Teacher must consolidate the following skills: Safety Styling Shampoo, condition and treat scalp and hair Deportment Employment Disorders of the skin and hair HIV Sanitation Retail products and services	

		Finish off Reception and administrative service	
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
Practical Activity 1 Practical demonstration = 25% of term The learner must be able to demonstrate certain skills acquired during the term. This can be a single task and should not necessarily form part of a bigger model. Activity 2 Practical Assessment task (PAT) (Practical project) = 50% of term mark This project should involve the skills, techniques and knowledge of the theory component. Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark Theory Activity 3 Formal written assessment and or assignment – 25% Scope of work is all the work done during the year.			

WEEK	TOPIC	CONTENT Revision and Consolidation The learner is able to:	Techniques, activities, resources and process notes
1	Manage time Cut gents hair Cut ladies hair	<ul style="list-style-type: none"> Manage one's own time Cut gents hair (basic) Cut ladies hair (basic) 	<p>Oral discussions in pairs and in groups</p> <p>Access information from reference books or suitable resources</p> <p>Sort information</p> <p>Present information visually</p> <p>Practical demonstration</p>
2	Hair colouring service Hair relaxing service Braiding and dreadlocks techniques Customers care	<ul style="list-style-type: none"> Hair colouring service Hair relaxing service Basic braiding and dreadlock techniques Care for customers 	<p>Oral discussions in pairs and in groups</p> <p>Access information from reference books or suitable resources</p> <p>Sort information</p> <p>Present information visually</p> <p>Practical demonstration</p> <p>Practical lessons</p>
3	Equipping of a salon Hair perming service	<ul style="list-style-type: none"> Research and plan for the equipping of a salon (basic) Hair perming service (mock) 	<p>Oral discussions in pairs and in groups</p> <p>Access information from resource</p> <p>Practical lessons for learners who are able to manage advanced hair colouring service</p> <p>Present information visually</p>

			<p>Practical demonstration</p> <p>Practical lessons for learners who are able to manage hair extension services</p>
4		<p>Consolidate and Revise</p> <ul style="list-style-type: none"> • Teacher must consolidate the following skills: <ul style="list-style-type: none"> ○ Safety ○ Shampoo, condition and treat scalp and hair ○ Styling ○ Deportment ○ Employment ○ Disorder ○ HIV/AIDS ○ Sanitation ○ Retail ○ Finishing off salon services ○ Reception ○ Manage one's own time ○ Cut gents/Ladies ○ Colour ○ Relaxer ○ Braiding ○ Customer care ○ Perm ○ Equipping of a salon 	

5-10	External examination	<p>External moderation of school assessment over terms 1, 2 and 3 = 50% of qualification</p> <p>Complete external Practical Assessment Task (PAT) = 25% of qualification</p> <p>Formal external assessment written test or oral = 25% of qualification</p>
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SECTION 4

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school-based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

4.2 Assessment Principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment

for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not considered for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

“Formal Assessment Task (assessment of learning)” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performances against given criteria in different contexts, such as individual work, group work, etc.

GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.
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Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

Assessment across the four years

Year 1 Reporting only in the term when the skill is done.

The GCE: Technical Occupational Qualification at NQF Level 1 is a four-year Learning Programme. In year one a learner is exposed to a number of Occupational Subjects. Each subject is offered over a ten-week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of year 1 the learner will select a minimum of one skill for the qualification.

Year 1	Formal School-Based Assessments
	Learner performance in the Term:
	Practical 75%
	Theory 25%
Term Report	100%

Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills.

Year 2/3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75%	Practical 75%	Practical 75%	○ Practical 75%
	Theory 25%	Theory 25%	Theory 25%	
				○ Pen and Paper Test/ Exam 25%
Term Report	100%	100%	100%	
End of Year	SBA 75%			25%

Year 4 Qualification year

In year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75%	Practical 75%	Practical 75%	External Practical Assessment Task 25%
	Theory 25%	Theory 25%	Theory 25%	
				External Pen and Paper Test 25%
Term Report	100%	100%	100%	
End of Year	SBA 50%			External Exams 50%

CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 3 only

Term 4 theory assessment to consist of work done in terms 3 and 4

Year 4:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in terms 1, 2 and 3

Term 4 Theory completed in the year

Timing of formal assessment

Suggested Program of Assessment Hairdressing

YEAR 1					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Year 1	Introduction/Terminology	Activity 1			FAT 1
	Safety	Demonstration of basic skill/s	Demonstration	25%	
	Shampoo, condition and treat scalp and hair				
	Perform styling procedures	Activity 2	Practical	50%	
		Activity 3	Pen and paper test (Oral or written)	25%	
		Respond to questions			

YEAR 2					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Introduction/Terminology	Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 1
	Safety	Activity 2 Perform a hair service	Practical	50%	
	Prepare for and finish off salon services	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2	Shampoo, condition and treat scalp and hair	Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 2
	Perform styling procedures	Activity 2 Perform a hair service	Practical	50%	
	Demonstrate, monitor and manage deportment and the importance of image in the workplace	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 3	Identify disorders of the skin and hair	Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 3
	HIV/AIDS	Activity 2 Perform a hair service	Practical	50%	
	Maintain sanitation in a salon environment	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	Prepare for and finish off salon service	Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 4
	Provide reception and administrative services	Activity 2 Plan to manage one's	Practical	50%	

	time	Perform a hair service			
	Safety				
	Shampoo, condition and treat scalp and hair	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
	Styling				

YEAR 3					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Safety Cut ladies hair Cut and shape gents hair	Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 1
		Activity 2 Perform a hair service	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2	Safety Shampoo, condition and treat scalp and hair Perform a hair colouring service	Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 2
		Activity 2 Perform a hair service	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 3	Safety Perform a hair relaxing procedure	Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 3
		Activity 2 Perform a hair service	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	Safety Cut gents hair Cut ladies hair Perform a hair	Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 4
		Activity 2 Perform hair services	Practical	50%	

	colouring service Perform a relaxing service	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
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PUBLIC COMMENT

YEAR 4					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Market retail products and services	Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 1
	Perform hair braiding and dreadlock technique	Activity 2 Perform a hair service	Practical	50%	
	Care for customers	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
	Perform a perming service				
Term 2	Explain employment in a specific occupation	Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 2
	Research and plan equipping of a salon	Activity 2 Perform a hair service	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 3		Activity 1 Demonstration of basic skill/s	Demonstration	25%	FAT 3
	<ul style="list-style-type: none"> Safety Styling Shampoo, condition and treat scalp and hair 	Activity 2 Perform a hair service	Practical	50%	
	<ul style="list-style-type: none"> Deportment Employment Disorders of the skin and hair HIV Sanitation Retail products 	Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

	and services <ul style="list-style-type: none"> • Finish off • Reception and administrative service • Perform any core hair service skills acquired over the years 				
Term 4	<ul style="list-style-type: none"> • Safety • Shampoo, condition and treat scalp and hair • Styling • Deportment • Employment • Disorder • HIV/AIDS • Sanitation • Retail • Finishing off salon services • Reception • Manage one's own time • Cut gents/Ladies • Colour • Relaxer • Braiding • Customer care • Perm Equipping of a salon Core content and Concept across the years	External moderation of school based assessment over terms 1, 2 and 3.		50%	GCE: TO Qualification
		Activity 1 Practical	Formal external practical Assessment task	25%	
		Activity 2 Respond to questions	Formal external assessment: Written test (or oral where necessary)	25%	

PUBLIC COMMENT

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;

- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.

SECTION 5

RESOURCES

Use the titles listed below as resources for your planning and teaching:

- South African Qualification Authority (SAQA) Unit Standards (NQF level 2, 3, 4)
- National Curriculum statement (NCS) Curriculum and Assessment Policy Statement (CAPS) Senior Phase Grades 7-9 Technology (Western Cape) City and Guilds – Hairdressing
- Milady's Book of Cosmetology
- Learning Material for Unit Standards in Hairdressing
- Occupational Health and Safety Manual for Hairdressing
- Pivot Point
- Soul City Institute- Health and Development

REFERENCES:

- South African Qualification Authority (SAQA) Unit Standards (NQF level 2,3,4)
- National Curriculum statement (NCS) Curriculum and Assessment Policy Statement (CAPS) Senior Phase Grades
- 7-9 Technology
- City and Guilds – Hairdressing
- Milady's Book of Cosmetology
- Learning Material for Unit Standards in Hairdressing
- Occupational Health and Safety Manual for Hairdressing
- Pivot Point

ADDENDUM A

CLIENT RECORD CARD AND ANALYSIS FOR: CONSULTATIVE SKILLS, SHAMPOO, CONDITION AND TREAT SCALP AND HAIR

NAME: _____ YEAR: _____ DATE: _____

Client Name: _____ Telephone nr: _____

Address: _____ Allergies: Yes/No Specify: _____

Scalp Condition					
Oily	Dry	Normal	Dandruff	Sores	Itching Sensation

Comments:

Hair Type			
Straight	Wavy	Curly	Super Curly

Hair Length			
Short	Medium	Long	Extra Long

Hair texture		
Fine	Medium	Coarse

Hair Density		
Fine	Medium	Thick

Elasticity		
Good	Moderate	Poor

Comments:

Hair Porosity:	Good/ Extreme	Moderate	Poor
Roots			
Middle lengths			
Ends			

Previous Services				
Highlighted	Bleached	Semi-Colour	Demi-Colour	Virgin
Permed	Straightened	Relaxed	Permanent colour	

Hair Condition:	Dry	Normal	Greasy
Roots			
Middle lengths			
Ends			

Product to be Used	Brand	Type
Shampoo		
Surface Conditioner		
Scalp Treatment		

Feedback from Client (to be completed after service by questioning client & recorded by learner)

Client name:				
Tel number:				
Questions:	Were you given advice about which products and how to use them at home?	Yes	No	
	Did you enjoy the service?	Yes	No	
	Would you like to have another service scheduled?	Yes	No	
If you answered "yes", please indicate what kind of service you would like/ alternatively select "none":				
None	Cutting	Styling	Perming / relaxing	Coloring / high-lights

Additional comments:

RELEASE FORM

All models hereby agree that services performed at FAKKEL SCHOOL, at a nominal fee or at no charge, hereby releasesSCHOOL, the learners, facilitators, assessors, agents, representatives and or employees from any and all claims arising out of a result of negligence or otherwise.

Client Name: _____
(please print)

Signature: _____

Witness: _____

ASSESSOR/ FACILITATOR SIGNATURE: _____

STUDENT SIGNATURE: _____

DATE: _____

ADDENDUM B

PRACTICAL ASSESSMENT SHEET
SHAMPOO, CONDITION AND TREAT SCALP AND HAIR

LEARNER NAME: _____ YEAR: _____ DATE: _____

SPECIFIC OUTCOME 1: PERFORM A SHAMPOOING AND CONDITIONING SERVICE

ASSESSMENT CRITERIA	TOTAL MARK	CANDIDATE MARK
1.1 The client is positioned at the salon basin to ensure comfort.	5	
1.2 Section of appropriate shampoo and conditioner is explained according to hair and scalp analysis and client requirements.	20	
1.3 Shampooing, conditioning and rinsing techniques are explained according to industry standards.	5	
1.4 Hair is shampooed and conditioned according to industry standards.	5	
1.5 Hair is rinsed, towel dried and combed according to industry standards.	5	
	40	
	ACH/VD	NY/ACH/VD

SPECIFIC OUTCOME 2: PERFORM A HAIR SCALP TREATMENT

ASSESSMENT CRITERIA	TOTAL MARK	CANDIDATE MARK
2.1 Selection of appropriate scalp and hair treatment products s explained according to hair and scalp analysis and client requirements.	15	
2.2 Hair is sectioned and sub-sectioned according to industry standards.	5	
2.3 Treatment products are applied according to manufacturer's instructions.	10	
	30	
	ACH/VD	NY/ACH/VD

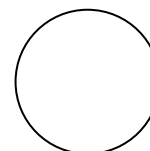
SPECIFIC OUTCOME 3: PERFORM A BASIC MASSAGE SERVICE

ASSESSMENT CRITERIA	TOTAL MARK	CANDIDATE MARK
3.1 A scalp massage is performed according to industry standards and use all.	15	
3.2 Hair is rinsed and towel according to industry standards.	5	
	20	
	ACH/VD	NY/ACH/VD

SPECIFIC OUTCOME 4: PERFORM A APPLICATION TECHNIQUES

ASSESSMENT CRITERIA	TOTAL MARK	CANDIDATE MARK
4.1 "On-the-scalp" application techniques are performed for a scalp treatment in accordance.	5	
4.2 Hair is combed to disentangle wet hair.	5	
4.3 Treatment s applied and finished within a agreed time according to manufacturer's instructions.	10	
4.4 Scalp massage is performed and completed within a minimum of ten minutes.	5	
4.5 Treatment is processed and residue removed in accordance with manufacturer's instructions.	5	
	30	
	ACH/VD	NY/ACH/VD

TOTAL 120:



Assessor signature

Learner signature

Date

ADDENDUM C

LESSON PLAN

SHAMPOO, CONDITION AND TREAT SCALP AND HAIR

[illegible]

LECTURER:

LESSON PLAN
SHAMPOO, CONDITION AND TREAT SCALP AND HAIR

QUALIFICATION CODE:	DESCRIPTION: Hairdressing
Date:	
Specific Outcome: 1	Level: 2
Duration: 2 sessions theory – 4 sessions practical	
Activity: Perform a shampooing and conditioning service.	
DEMONSTRATION	
<p>Content: Re-cap overview - Shampoo, condition and treat scalp and hair.</p> <p>1.1 The client is positioned at the basin to ensure comfort.</p> <p>1.2 Explain selection of appropriate shampoo and conditioner:</p> <p style="padding-left: 40px;">1.2.1 Analysis for hair: Porosity.</p> <p style="padding-left: 80px;">Elasticity.</p> <p style="padding-left: 80px;">Texture.</p> <p style="padding-left: 80px;">Density.</p> <p style="padding-left: 40px;">1.2.2 Analysis for scalp: Dry.</p> <p style="padding-left: 80px;">Normal.</p> <p style="padding-left: 80px;">Oily.</p> <p style="padding-left: 80px;">Dandruff.</p> <p>1.3 Appropriate shampoo and conditioner for the client's hair is selected.</p> <p>1.4 Shampooing, conditioning and rinsing techniques.</p> <p>1.5 Hair is shampooed and conditioned.</p> <p>1.6 Hair is rinsed, towel dried and combed.</p> <p>Feedback.</p>	
Student will do formative/assignment 1.	
Resources: Milady's Hairdressing and Cosmetology and Internet.	
Pre-set questions:	

LECTURER:

PUBLIC COMMENT