



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

CERTIFICATE IN BASIC PRE-VOCATIONAL SKILLS COURSE

HAIRDRESSING SYLLABUS

For implementation 2024

Ministry of Education, Arts and Culture
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Certificate in Basic Pre-Vocational Skills, Hairdressing Syllabus

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1. Introduction

This syllabus describes the intended learning and assessment for Hairdressing in the Certificate in Basic Pre-vocational Skills Course. As a subject, Hairdressing is within the technology area of learning in the curriculum, but has thematic links to other subjects across the curriculum. Learning about technology includes applying knowledge of how to work more efficiently using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realisation and evaluation. Learners develop the necessary employable skills, obtain practical experience from work, gain familiarity on how a workplace operate and improve on interpersonal skills.

2. Rationale

The presentation of Certificate in Basic Pre-vocational Skills Course at school is first and foremost an educational matter, with the overall goal being that learners attain proper skills for entry into world of work. The course seeks to provide the learner with special education needs with basic foundation skills in specific vocational career field. As a subject, Hairdressing seeks to equip the learner with skills, knowledge and attitude to manage the demands of the world of work. This skills subject is specifically designed for the learner to gain enough theoretical knowledge and practical skills of the world of work

The Hairdressing course places emphasis on understanding of the local social and economic environment of the Hairdressing Industry. The practical application of different creative activities and their presentations, e.g. styles, designs, accessories and ornamentation are a starting point for the presentations during practical sessions in a hairdressing salon at a later stage in the training. Successful training depends on the availability of appropriate and up to date resources as well as a well-equipped salon, hairdressing tools, materials and products. Basic information is gained and more specialized knowledge can be built on such a basis.

3. Aims

The Hairdressing syllabus promotes the following aims in the curriculum:

- involve the learner in meaningful hairdressing related activities;
- develop an understanding of the Hairdressing Industry;
- enable the learner to obtain knowledge, understanding, work skills and competencies needed for personal development as well as application of tasks in the Hairdressing salon;
- develop a self-reliant, productive person through the work skills and knowledge acquired in the study of hairdressing;
- develop a skilful and creative intellect;
- develop and strengthen dexterity (handiness);
- give emphasis to handling and care of hairdressing tools and equipment;
- pass on knowledge of hygiene, health and safety measures in order to apply and promote these in personal life, home industry and in Trade Industry;
- develop a sense of awareness of HIV and AIDS and COVID-19 pandemic as well as the related hair and skin disorders and their implications on personal life, the society and the Hairdressing Industry.
- encourage (inspire) and strengthen work relationships and teamwork

4. Inclusive education

A significant number of learners with learning barriers require adapted programmes in all the levels of education. The Hairdressing syllabus demands for adapted programmes, learning environments, equipment and materials to support learners with learning and help them participate meaningful in education. As this subject is mainly offered in Resource Schools and learning support units, resource units in Inclusive Schools, adapted teaching approaches will enable nearly all the learners to achieve the competencies. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centre* by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grade 1 to 12.

Themes and topics in the Hairdressing syllabus and lesson presentation should be discussed from male and female perspectives in order to raise awareness of gender stereotyping, limitations set on gender equity and the promotion of gender fairness in all spheres of life. In the planned activities, it is important that males and females feel confident and comfortable in all topics and themes. Teachers should know and understand how to treat learners equally, and all materials should support gender equity.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues include Environment Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD); Information and Communication Technology (ICT). These have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges in our Namibian society. All our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of our people's lives now and in future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face from globalization

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are links to cross-curricular issues:

HIV and AIDS	Environmental Education	Human Rights and Democracy	Entrepreneurship Education	ICT
Safety Precaution, Basic First Aid	Materials, Waste management	Employments rights	Job shadowing, Job Attachment	Drawing projects, Reading plans

The impact of the HIV and AIDS pandemic is confronting many children and young people with illness, suffering and death to an extent which has never been encountered before. Time must be given to discussing the learner's questions about such issues, what their fears are, and especially to build hope and confidence to lead a positive and meaningful life. This Hairdressing Certificate in Basic Pre-vocational skills syllabus makes provision for health and safety measures when dealing with clients.

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education described in Ministry policy documents, curriculum guides and the conceptual framework. This approach ensures optimal quality of learning.

The aim of Learner Centred Education is to develop learning with understanding. The starting point for teaching and learning is the fact that the learner brings to school knowledge of social experiences gained continually from the family and community and through interaction with the environment.

Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs and abilities of the learners, the nature of the learning to be done and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

As productivity and progression at the Hairdressing heavily depends on teamwork. Working in groups, in pairs, individually or as a whole class must therefore be organized as appropriate to the task at hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair- or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. Learners develop personal, social and communication skills under the teacher's guidance.

The teacher must decide, in relation to the learning objectives and competencies to be achieved:

- it is best to convey content directly;
- it is best to let learners discover or explore information for themselves;
- learners need directed learning, reinforcement or enrichment learning;
- there is a particular progression or skill that should be followed;
- learners can be allowed to find their own way through a topic or area of content

As productivity and progression in the hairdressing industry heavily depends on teamwork, working in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task on hand.

Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair- or group work is needed to complete it, otherwise learners will not see any relevance in carrying out tasks together. It is therefore advised that simulated kitchen operations form an integral part of everyday teaching and skills training. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their own work, under the teacher's guidance and supervision.

7. End of phase competencies

On entry to the Certificate in Basic Pre-vocational Skills Course phase, the learners are expected to show interest in Hairdressing and working in a production setting.

Learners are expected to develop the following core skills:

- good client care and communication skills
- handle hairdressing tools and equipment safely
- an awareness of the need for planning and design
- basic skills necessary to carry out simple hairdressing procedures
- hair styling, hair colouring techniques and haircuts using different tools & equipment
- illustrate structure of hair, scalp and hair disorders with safety precautions

On completion of the Hairdressing, in Certificate in Basic Pre-vocational skills, learners are expected to be able to demonstrate their creativity through competence in simple technological processes of investigating and exploring product ideas, making choices about design and / or materials and using appropriate basic hand tools and equipment, in order to make and evaluate a product.

8. Summary of learning content

8.1 Overview

THEMES	TOPICS
1. Trade introduction	
	1.1 Introduction to hairdressing
	1.2 Job profile
	1.3 Duties of an apprentice
2. Safety and health	
	2.1 Hazard and risk control
	2.2 Workplace fire safety
	2.3 Basic emergency procedures
	2.4 Product labels
	2.5 Personal hygiene and health posture
	2.6 Sanitation and sterilisation of tools
	2.7 First-Aid
3. Plan and organise work	
	3.1 Plan and prepare
	3.2 Sequence work safely
	3.3 Work in a team
4. Salon orientation	
	4.1 Salon set-up
	4.2 Duties performed in different areas
	4.3 General behaviour in the salon
	4.4 Salon routine and rules
	4.5 Work ethics
5. Tools and equipment	
	5.1 Non-metallic hairstyling equipment
	5.2 Care of non-metallic hairstyling equipment
	5.3 Metallic and electric hairstyling equipment
	5.4 Care of metallic and electric hairstyling equipment
	5.5 Methods of sterilisation of metallic and electric hairstyling equipment
6. Client care	
	6.1 Reception
	6.2 Dealing with clients
7. Skin and hair health	
	7.1 Healthy food and eating habits
	7.2 Healthy living habits
	7.3 Care for hands and nails and basic manicure
	7.4 Care for feet and toe nails and basic pedicure
	7.5 Hair texture
	7.6 Hair types
	7.7 Hair conditions
	7.8 Basic hair procedures
	7.9 Hair growth

THEMES	TOPICS
8. HIV and AIDS (with relation to hairdressing)	
	8.1 The meaning of HIV/AIDS
	8.2 How is HIV/AIDS spread?
	8.3 Client care (with specific reference to HIV and AIDS) and the prevention of transmitting
9. Shampoo and condition hair	
	9.1 Preparing a client for service
	9.2 Shampoo and condition procedures
	9.3 Shampoo and condition treatment
	9.4 Massage techniques
	9.5 Detangling hair
	9.6 Drying hair
10. Styling techniques	
	10.1 Styling natural (virgin) hair
	10.2 Setting hair
	10.3 Drying hair into shape
	10.4 Back combing and back brushing
	10.5 Plaiting or Braiding
	10.6 Hair Ornamentation
11. Enrichment components	
	11.1 Hair structures
	11.2 Hair and scalp diseases
	11.3 Skin structures
	11.4 Skin types
	11.5 Skin diseases
	11.6 Basic skin care procedures
	11.7 Treatment procedures for skin diseases
	11.8 Basic consultation and analysis procedures
	11.9 Cutting hair

8.2 Themes of the syllabus in relation to NTA Units

THEMES and Topics of the syllabus		NTA Unit Standards and Elements
1. Trade introduction		
	1.1 Introduction to hairdressing	N/A
	1.2 Job profile	N/A // <i>UNIT 1866 Level 2</i>
	1.3 Duties of an apprentice	UNIT 632,635,636,637
2. Safety and health		
	2.1 Hazard and risk control	UNIT 632, El. 2,6,8, UNIT 635, El. 3,5 UNIT 636, El. 6, UNIT 637, El. 2,5
	2.2 Workplace fire safety	
	2.3 Basic emergency procedures	UNIT 632, El. 7, // <i>UNIT 843 Level 2</i>
	2.4 Product labels	
	2.5 Personal hygiene and health posture	UNIT 632, El. 1,2,3,6,
	2.6 Sanitation and sterilisation of tools	UNIT 635, El. 3, UNIT 637, El. 2,3,4
	2.7 First-Aid	N/A
3. Plan and organise work		
	3.1 Plan and prepare	UNIT 632, El. 1, UNIT 633, El. 1
	3.2 Sequence work safely	UNIT 632, El. 8
	3.3 Work in a team	N/A
4. Salon orientation		
	4.1 Salon set-up	N/A
	4.2 Duties performed in different areas	UNIT 633, El. 2
	4.3 General behaviour in the salon	N/A
	4.4 Salon routine and rules	UNIT 632,El. 8, UNIT 635, El. 5, UNIT 636, El. 6
	4.5 Work ethics	N/A
5. Tools and equipment		
	5.1 Non-metallic hairstyling equipment	UNIT 635, El. 2 // <i>UNIT 1872 Level 2</i>
	5.2 Care of non-metallic hairstyling equipment	UNIT 632,635,636,637
	5.3 Metallic and electric hairstyling equipment	UNIT 632,635,636,637 UNIT 632, El. 3
	5.4 Care of metallic and electric hairstyling equipment	UNIT 635, El. 3
	5.5 Methods of sterilisation of metallic and electric hairstyling equipment	UNIT 635, El. 2
6. Client care		
	6.1 Reception	UNIT 634, El. 1,3 // <i>UNIT 1866 Level 2</i>
	6.2 Dealing with clients	UNIT 633, El. 2, UNIT 634, El. 3 // <i>UNIT 1151 Level 2</i>
7. Skin and hair health		
	7.1 Healthy food and eating habits	N/A
	7.2 Healthy living habits	N/A
	7.3 Care for hands and nails and basic	N/A // <i>UNIT 1864 Level 2</i>

THEMES and Topics of the syllabus		NTA Unit Standards and Elements
	manicure	
7.4	Care for feet and toe nails and basic pedicure	N/A // UNIT 1870 Level 2
7.5	Hair texture	N/A
7.6	Hair types	N/A
7.7	Hair conditions	N/A
7.8	Basic hair procedures	N/A
7.9	Hair growth	N/A
8. HIV and AIDS (with relation to hairdressing)		
8.1	The meaning of HIV/AIDS	N/A // UNIT 1155 Level 2
8.2	How is HIV/AIDS spread?	N/A
8.3	Client care (with specific reference to HIV and AIDS) and the prevention of transmitting	N/A
9. Shampoo and condition hair		
9.1	Preparing a client for service	UNIT 633, El. 2,3, UNIT 636, El. 2
9.2	Shampoo and condition procedures	UNIT 636, El. 3
9.3	Shampoo and condition treatment	UNIT 636, El. 2,3,4
9.4	Message techniques	UNIT 636, El. 5
9.5	Detangling hair	UNIT 636, El. 5
9.6	Drying hair	N/A
10. Styling techniques		
10.1	Styling natural (virgin) hair	N/A // UNIT 1875 Level 2
10.2	Setting hair	N/A // UNIT 1875 Level 2
10.3	Drying hair into shape	N/A // UNIT 1875 Level 2
10.4	Back combing and back brushing	N/A // UNIT 1875 Level 2
10.5	Plaiting or Braiding	N/A // UNIT 1875 Level 2
10.6	Hair Ornamentation	N/A // UNIT 1875 Level 2
11. Enrichment components		
11.1	Hair structures	N/A
11.2	Hair and scalp diseases	N/A
11.3	Skin structures	N/A
11.4	Skin types	N/A
11.5	Skin diseases	N/A
11.6	Basic skin care procedures	N/A
11.7	Treatment procedures for skin diseases	N/A
11.8	Basic consultation and analysis procedures	N/A
11.9	Cutting hair	N/A

9. Learning content

9.1 Trade introduction

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.1 Introduction to hairdressing	
• appreciate hairdressing as a career	• explain the hairdressing career in general • report about the hairdressing salon industry • identify different career opportunities for a qualified hairdresser other than working in a hairdressing salon • explain different work opportunities for a qualified hairdresser other than working in a hairdressing salon
1.2 Job profile	
• understand job profile as well as labour rights	• explain the day-to-day activities of a hairdresser in industry (a day in the life of a hairdresser) • draw up the specific duties of a hairdresser in industry • identify the general characteristics of a successful hairdresser • demonstrate the general characteristics of a successful hairdresser • identify different strategies to improve one's personality • describe ways of improving personality • explain what the term 'Labour Act' implies • recall the topics handled in the Labour Act • briefly describe what the Labour Act Section 5 states concerning - working hours - overtime - mealtime breaks - leave - termination of service
1.3 Duties of an apprentice and an assistant	
• understand the duties of an apprentice	• list the duties of an apprentice • describe the duties of an apprentice • demonstrate the duties of an apprentice • name the duties of an assistant in the salon environment • show ways to assist a stylist • explain the difference between an apprentice and an assistance

9.2 Safety and Health

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.1 Hazard and risk control understand hazard and risks and know how to deal with	- explain the terms hazard and risks - identify different hazardous situations in a salon - describe different kinds of hazards regarding - tools and equipment - salon chemicals - water and electricity - describe the different ways of controlling hazards - explain the basic National Occupational Safety Authority (NOSA) safety regulations in the working environment - explain the safe use of following items in a salon: - tools and equipment in the salon - salon chemicals - water and electricity - demonstrate the understanding of hazard control measures: - list the safety rules in a hair salon - identify the safety signs and show appropriate behaviour - discuss risks regarding HIV and AIDS - apply measures with regard to transmittable diseases - apply proper handling in case of wounds and hygiene regarding the risk of HIV and AIDS - identify different types of personal protective equipment (PPE) - wear facial masks and goggles when mixing colour and/or lightening products - prevent occupational contact dermatitis - demonstrate the safe use of PPE, product and utilities in a salon - demonstrate the use of scissor and razor blades - demonstrate the process of identifying and reporting hazards using appropriate procedures - apply the procedures followed to prevent/ act in electricity incidents and accidents - explain the importance of a hygienically clean salon - describe general procedures for cleaning the salon on a daily basis to practice absolute hygiene - apply salon cleaning procedures on daily basis

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.2 Workplace fire safety	
• know fire elements and the procedures to use a fire extinguisher	• list fire prevention methods that apply in a hair salon • identify types of fire fighting equipment • describe procedures to use the available fire fighting equipment • show ways how to prevent fire in a workplace • outline how to select and use appropriate fire-fighting equipment
2.3 Basic emergency procedures	
• understand the concept of emergency	• explain procedures to handle emergency situations • discuss implications of an emergency situation • demonstrate ways to handle emergency situations
2.4 Product labels	
• understand the importance of understanding product labels	• list the label vocabulary words • explain first aid information on labels • interpret medical, pesticide and workplace product labels correctly • check tools for safety labels and servicing data
2.5 Personal hygiene and health posture	
• understand the importance of good personal hygiene and health posture	• maintain general cleanliness • apply personal hygiene - foot, hand and nail hygiene - head and hair hygiene - oral hygiene - skin hygiene • demonstrate good personal appearance • explain the role of clean clothing • practice the importance of clean hands • wear posture-supportive closed toe footwear in the workplace • adjust client chairs up or down where possible to avoid operator bending • demonstrate straight back and shoulders with bending from the knees where required

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.6 Sanitation, disinfection and sterilisation of tools	
• know procedure to sanitise, disinfect and sterilize tools	• identify procedure to sanitise, disinfect and sterilize tools • apply procedure for sanitising, disinfecting and sterilising tools and equipment • apply sterilisation techniques as daily salon operations
2.7 First-Aid	
• understand basic first aid procedures	• identify Basic First Aid items: lint, scissors, bandages, plaster, methylated spirit, iodine, cotton wool, forceps • demonstrate the use of Basic First Aid items • design a first-aid box suitable for a salon • outline basic first-aid procedures • design a first-aid booklet that could be consulted in an emergency

9.3 Plan and organise work

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.1 Plan and prepare	
• know how to plan and organise daily work routine	• get work instructions, including specifications, quality requirements and operational details • apply work instructions • follow safety requirements in accordance with safety rules • identify sign and barricade requirements • prepare appropriate tools, materials and resources to complete the work • check tools, materials and resources for service • rectify or report any faults prior to commencement • identify environmental protection requirements • practise recycle, re-use and reduce
3.2 Sequence work safely	
• know how to sequence work according to professional standards	• demonstrate given instructions correctly • demonstrate the sequencing of work task given • demonstrate the preparations required to implement a given task • demonstrate suitable completion of the work: - clear the work area and dispose of materials reused or recycled in a proper manner - clean tools and equipment after use - re-arrange tools at appropriate place after use - clean the workplace after completion of work - store and transport of materials according to workplace procedures
3.3 Work in a team	
• understand the importance of teamwork	• discuss the importance of team work • describe characteristics of a responsible team member - wish to persist with allocated tasks - identify appropriate sources of help and assistance of other team members - accept information and feedback provided by other team members - understand the individual role and responsibility within a team • demonstrate appropriate teamwork behaviours • undertake work collaboratively to achieve agreed outcomes • recognise her/his own abilities and limitations in undertaking team tasks

9.4 Salon orientation

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4.1 Salon set-up	
understand the hair salon set-up	- identify the four areas in the salon - explain the purpose of four areas in the salon - draw up a basic floor plan of a salon - illustrate the four basic areas of service: reception area, waiting area, shampoo area, service area
4.2 Duties performed in different areas in the salon	
understand the duties performed in the different areas of the salon	- describe the duties performed in the following areas of the salon - reception area - waiting area - shampoo area - service area - identify the duties of a receptionist - apply the duties of a receptionist - identify the duties of a salon assistant - demonstrate the duties of a salon assistant
4.3 General behaviour in the salon	
acquire general behaviour in the salon	- describe general behaviour in the salon regarding: - staff attitude - good manners - personal appearance
4.4 Salon routine and rules	
understand how an assistant hairdresser should approach a day in the salon to ensure work efficiency and success	- describe how to prepare for a workday in the salon: - preparing the physical workplace - preparing materials and supplies - preparing a trolley for a specific service - preparing the client for a service - clean up after a service
4.5 Work ethics	
understand the rules of conduct operating in a job environment	- discuss and describe rules of conduct in the work environment - role play simulated work situations in a salon set-up

9.5 Tools and equipment

GENERAL OBJECTIVES <i>Learners will:</i>		SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	
5.1 Non-metallic hairstyling equipment			
acquire skills to handle non-metallic tools		- name non-metallic tools in a salon - list the hairstyling equipment used in a salon - discuss the safe use of non-metallic tools	
understand the use of hairstyling equipment		- demonstrate the use of hairstyling equipment - practice the safe use of non-metallic tools and hairstyling equipment	
5.2 Care of non-metallic hairstyling equipment			
understand general procedures of caring for non-metallic hairstyling equipment		practice caring for non-metallic hairstyling equipment	
5.3 Metallic and electric hairstyling equipment			
acquire skills to handle metallic and electric hairstyling equipment		- name metallic and electric tools and hairstyling equipment used in the salon - explain safe use of metallic and electric tools and hairstyling equipment - practice the safe use of metallic and electric tools and hairstyling equipment	
5.4 Care of metallic and electric hairstyling equipment			
understand general procedures of caring for metallic and electric hairstyling equipment		practice caring for non-metallic hairstyling equipment	
5.5 Methods of sterilisation of metallic and electric hairstyling equipment			
acquire general procedures of sterilising metallic and electric hairstyling equipment		- operate ways to apply sterilisation on metallic and electrical hairstyling equipment - apply general procedures of sterilising metallic and electric hairstyling equipment	

9.6 Client care

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
6.1 Reception	
• appreciate the duties of a receptionist	• list different duties of a receptionist • explain the duties of a receptionist regarding: - telephone procedure and etiquette - booking / appointments - receiving clients - receiving money
6.2 Dealing with clients	
• understand basic good client communication	• demonstrate good client communication
• appreciate people's different expectations	• compare the expectations - of client of the hairdresser - of hairdresser of the client
• understand different types of clients	• identify different types of clients • describe ways to deal with different types of clients

9.7 Skin and hair health

GENERAL OBJECTIVES <i>Learners will:</i>		SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	
7.1 Healthy food and eating habits			
appreciate the different Namibian Food Groups and Dietary Guidelines		- list the Namibian Food Groups - identify dietary guidelines for healthy hair and skin - list food that contribute to healthy hair and skin	
7.2 Healthy living habits			
know good and bad living habits		- identify characteristics of a healthy and an unhealthy individual - state good and bad living habits	
7.3 Care for hands and nails			
understand the importance of basic hand and nail care		- explain the importance of basic hand and nail care - describe a daily routine for the care of hands and nails - demonstrate a basic manicure routine	
7.4 Care for feet and toe nails			
appreciate the importance of basic feet and toe nail care		- explain the importance of basic feet and toe nail care - demonstrate basic feet and toe nail care procedures - demonstrate basic pedicure procedures	
7.5 Hair texture			
understand different hair textures		- describe the structure of the hair - identify the characteristics differences between hair textures - identify different hair textures	
7.6 Hair types			
know the different hair types		- identify different types of hair - distinguish between the following hair types - Caucasian hair - Afro Caribbean hair - Mongoloid hair	
7.7 Hair conditions			
appreciate the different hair conditions		- identify different hair conditions - distinguish between the following hair types - greasy hair - dry hair - normal hair	

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
7.8 Basic hair care procedures	
• understand the importance of hair care	• explain the importance of hair care • demonstrate basic hair care procedures
7.9 Hair growth	
• know the factors that influence the growth of hair	• name the factors that influence hair growth • discuss the factors that influence the growth of hair

9.8 HIV and AIDS (with relation to hairdressing)

GENERAL OBJECTIVES <i>Learners will:</i>		SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	
8.1 HIV and AIDS			
• understand the meaning of HIV and AIDS		• define HIV and AIDS	
8.2 HIV and AIDS transmission			
• understand the transmission of HIV and AIDS		• name ways how HIV and AIDS is commonly transmitted • identify potential hazards of HIV and AIDS transmission in the salon environment • identify measure to prevent transmission of HIV and AIDS • apply preventative measures that would safeguard salon staff and clients against HIV and Aids infections (special reference to waste disposal and blood-stained)	
8.3 Client care (with specific reference to HIV and AIDS) and the prevention of transmitting			
• acquire procedures to apply health and safety measures in the salon with regards to HIV and AIDS and the handling of clients		• list health and safety measures with regard to HIV and AIDS • explain procedures how to apply health and safety measures in the salon with regards of HIV and AIDS	

9.9 Shampoo and condition hair

GENERAL OBJECTIVES <i>Learners will:</i>		SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	
9.1 Preparing a client for service			
acquire skills to prepare a client for a hairdressing service		- discuss the importance of draping clients - apply draping procedures in simulated and practical situations	
9.2 Shampoo and condition procedures			
acquire skills to shampoo and condition hair		- prepare a client for shampoo service - apply skills to shampoo and condition hair	
9.3 Shampoo and condition treatment			
understand the different shampoo and conditioning treatments		- identify different shampoo and conditioning treatment for scalp and hair conditions / disorders - explain the purpose of conditioning treatment - list the effects of conditioning treatment - select the appropriate shampoo and conditioner for the hair type - apply appropriate shampoo and conditioning treatment for different hair type - demonstrate ways to apply conditioning treatment	
9.4 Massage techniques			
understand the purpose and effect of different messaging techniques		- explain the purpose of different massage techniques - list the effect of different massage techniques - demonstrate different massage techniques - develop own massage skills	
9.5 Detangling hair			
know the different hair types		demonstrate ways to detangle dry and wet hair	
9.6 Drying hair			
appreciate different drying styles		- demonstrate the use of following drying methods: - natural drying - finger drying - scrunch drying - drying under a hood - drying under a heat lamp (optional)	

9.10 Styling techniques

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
10.1 Styling natural (virgin) hair	
know how to prepare and provide styling in safe and healthy environment	- identify styling tools for natural / virgin hair that are safe and fit for purpose - recognise styling aids for natural / virgin hair - demonstrate the following procedures: - hand and finger drying - blow-drying - scrunch-drying - blow-waving techniques to natural (virgin) hair - carry out the different styling techniques for natural / virgin hair - demonstrate different ways of manipulating Afro Caribbean hair into knots and twists : - Zulu-knots - twists - dreadlocks
10.2 Setting hair	
know different ways of setting hair with specific emphasis on sectioning and roller setting, finger waving (only demonstrated), pin curls (only demonstrated)	- identify different ways of setting dry and wet hair - demonstrate sectioning and on-base directional roller setting/ winding and the effect it creates - observe how the instructor carries out finger waving and pin curls
learn about setting aids to support hair setting	- identify and name setting aids - apply setting aids when setting hair
learn the skill of winding perm rods	- demonstrate perm winding techniques for - Afro hair (brick-setting/winding) - Caucasian hair (9 section setting/winding) [NOTE: only winding is expected, no application of chemical products] - demonstrate removing of perm rods without disturbing the curl
10.3 Drying hair into shape	
understand the use of a hand held hairdryer and its attachments	- carry out styling techniques when blow drying - demonstrate the different techniques/methods for blow dryer
understand the handling and use of blow dry brushes	- select suitable equipment for hair drying - style hair into shape, using blow dry brushes

10.4 Back combing and back brushing	
understand back-combing and back-brushing	- explain the procedures for back-combing and back-brushing - apply back-brushing or back-combing in up-styling - demonstrate procedures for back-combing and back-brushing - carry out back-combing and back-brushing - apply back-combing or back-brushing in an up-style
10.5 Plaiting or braiding	
acquire plaiting techniques, including two strand, three strand and four strand plaits	- identify different plait variations - demonstrate different plait variations, using different mediums, e.g. rope, wool, strips of cloth, palm leaves, grass, stockings, plastic strips - apply plaiting techniques (either on mannequins or on life models)
10.6 Hair ornamentation	
acquire principles to create hair accessories and hair decorations for different hair styles, hair lengths and occasions	- select the hair style according to the clients hair length - create hair decorations using wire, beads, cloth, leather, feathers, etc. - apply decorations to styled hair (either on mannequins or on life models)

9.11 Enrichment components

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
11.1 Hair structure	
understand the basic structure of the hair	- carry out hair analysis - identify the main structures of the hair - explain hair density, texture and growth
know the main layers of the hair and the basic function(s) of each layer	- identify the layers of the hair and the basic function(s) of each layer - cuticle - cortex - medulla - explain the layers of the hair and the basic function(s) of each layer
11.2 Hair and scalp diseases	
understand most common hair and scalp diseases	- identify most common hair and scalp diseases - name the basic characteristics that help to identify hair and scalp diseases
11.3 Skin structure	
understand the basic structure of the skin	- identify the main structures of the skin - explain the main structures of the skin - identify the layers of the skin and layer - epidermis - dermis - explain the layers of the skin and the basic function(s) of each
11.4 Skin types	
know the different skin types	- identify different skin types - distinguish between the following skin types - balanced skin - dry skin - greasy skin - sensitive skin - mature skin - ethnic skin
11.5 Skin diseases	
understand most common skin diseases	- explain most common skin diseases - categorise most common skin diseases

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
	• identify contagious skin diseases • name the basic characteristics that help to identify contagious skin diseases
11.6 Basic skin care procedures	
• know the basic skin care procedures	• explain the importance of basic skin care • demonstrate the use of skin care products • apply basic skin care procedures
11.7 Treatment procedures for skin diseases	
• acquire basic procedures to treat skin diseases	• explain basic procedures to treat skin diseases • demonstrate basic procedures to treat skin diseases
11.8 Basic consultation and analysis procedures	
• develop a professional attitude and basic consulting skills	• describe the term ‘consulting skills’ • apply basic consulting skills
• acquire skills on different tests to be done	• demonstrate the following tests to be carried out: - elasticity test - porosity test - density test - stand test - density test - skin test / patch test - test for determining hair texture • apply basic hair analyses • demonstrate basic hair analysis procedure

GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
11.9 Cutting hair	
understand the tools for cutting	- identify cutting tools - explain and apply the safe use of cutting tools - apply caring for cutting tools
learn how to section and cut a guideline for a one length hairstyle	- demonstrate how to section - and cut a guideline for a one length hairstyle - complete the haircut - style hair after cut
learn how to section and cut a guideline for a short layered hairstyle	- demonstrate how to section - and cut a guideline for a short layered hairstyle - complete the hair cut - style hair after cut

10. Subject management

10.1 Timetabling

Timetabling should be done in such a way as to provide opportunities for longer teaching/learning sequences, cross-curricular teaching, and project work. Timetabling can be as flexible as possible, provided that the total time allocation is adhered to. The elective skills subject learning content covers 65% of time allocation to theoretical and practical activities of the syllabus. This will allow the learners to review and practice essential information and skills that will ensure that the learner maintains competence over time.

The compulsory supplementary subjects of the course are considered essential for all learners. The knowledge and skills that the learner will acquire in these subjects provides a foundation for effective performance in the workplace. These subjects take all together 35% of the time allocation in the course delivery.

Under optimal circumstances, the Hairdressing course will be timetabled as follows:

Key Learning Area	Subject	% Time	7- Day cycle	% Time	5- Day cycle
Supplementary Subjects	Communicative English	11%	6	10%	5
	Functional Numeracy	9%	5	10%	5
	Work Orientation	5%	3	4%	2
	Fundamental ICT	5%	3	6%	3
	Entrepreneurship	5%	3	4%	2
Basic Pre-vocational Skills Subject*	Hairdressing	65%	36	65%	32
	TOTAL %	100%	56 periods of 40 minutes per cycle	100%	49 periods of 45 minutes per cycle
	TOTAL TIME		37 hours 30 min per cycle		36 hours per cycle

**Blocked lessons are required for most practical sessions.*

10.2 Resources and materials

Good management of resources, especially at school level can support curriculum intentions and ensure that learners benefit from effective, all-round education. It is hence expected that Hairdressing will be offered in a realistic and conducive environment. Successful training depends on the availability of appropriate and up to date resources and materials

10.3 Delivery considerations

This course is underpinned by learner-centred approaches regarding the course design, delivery and evaluation. Certificate in Basic Pre-vocational Skills Course allows for a range of delivery modes in a variety of settings. Safe working procedures and practices should be applied in any vocational course. Teachers in vocational education should be aware of current health and safety requirements and adopt their teaching practices that reflect these requirements. Learners in this course require support and reasonable adjustment to achieve necessary level of competence. This should be determined on an individual basis through the collaborative planning process. Collaborative relationship should be developed between the skills teacher and the supplementary subject teacher to assist in learner centred instruction and assessment and in arranging effective delivery of the course.

11. Assessment

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment should be primarily used to aid the teacher to determine the mastery level achieved by learners and to give them feedback to meet specific objective in the various skills areas. Assessment and examination are to support learning.

This syllabus is grounded on the principle of inclusivity. Special arrangements, reasonable adjustments, accommodations and modifications must be visible in both continuous and summative assessment to enable each learner to access assessment.

11.1 Purpose of assessment

Assessment is intended to get a reliable picture of progress of the learner in terms of achieving the competencies of the syllabus. Ongoing assessment is necessary to monitor whether the learner is developing competence and to identify areas that will need more structured teaching and/ or further practice. In learner-centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. Assessment is used as a tool to provide information to:

The learner

The information gathered about the learners' progress and achievement should be used to give feedback to the learners. It should highlight their strong and weak points providing suitable solutions.

The parents/ guardians

The parents/guardians should be regularly informed about the progress of their child, be encouraged to reward achievements and given suggestions as how they can support the learner's activities.

The teaching/learning process evaluation

The progress and achievements of the learner can be used by the trainer / teacher to evaluate the teaching and learning process in terms of the:

- relevance of content
- learner participation
- optimal use of group work
- individual work

Evidence of learner competence is reflected in specific knowledge and skill, and the application of that knowledge and skill. As this is a skills oriented subject, evaluation should focus mainly on practical application.

11.2 Types and methods of assessment

Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in a learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the competencies. As this course focuses on skills training, the majority of the assignments should reflect practical application. The Continuous Assessment must reflect 70% practical skills and 30% theory knowledge.

The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well and why, where and how they need to try more. The parents should be regularly informed about the progress of their

child in all subjects, be encouraged to reward achievements, and give suggestions as to how they can support their learning activities.

Formative Assessment

Formative assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative Assessment

Summative assessment determines the overall achievement of a learner and learning success. It takes place at the end of a learning cycle, programme or phase and is primarily used for assigning marks. Summative assessment may take many forms, e.g., paper and pencil tasks, interviews, performance tasks, journal entries, et cetera.

At the end of the Certificate in Basic Pre-vocational Skills Course the progress and achievements of the learner is summed up. The summative assessment will consist of continuous assessment accumulated in the portfolio and a final assessment. This totals to the final course mark. On the basis of this, decisions have to be made as to whether or not a learner achieved all the, or enough, specific objectives to be certified.

Differentiated assessment

Differentiated assessment is based on the concept that learners differ in the way they process new learning. It is a continuous process whereby the teacher gathers information about the learner, before and after instruction through multiple sources to identify the learner's needs and strengths. Differentiated assessment indicates:

- a need for additional learning support individually or in a small group;
- adjustment of the assessment domains following the educational, psychological and social intervention;
- an adjustment or deviation of the assessment domain from the traditional assessment applicable to all learners.

Diagnostic assessment

Barriers to learning, strengths, learning difficulties and gaps in learning can be determined through diagnostic assessment, which takes place at any time during the learning process. Diagnostic assessment should include inputs from the multi-disciplinary s and/or the learning support team. It directs lesson planning and which learning and teaching methods should be used to support the learner.

Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

Informal methods

The teacher must assess how well each learner masters the competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. In the Certificate in Basic Pre-vocational skills this is done to a large extent in an informal way through observation of each learner's progress in learning and in practical application while they are

- communicating
- applying knowledge
- identifying and using materials and equipment
- role playing
- interpreting, unravelling and evaluating case studies
- going on excursions
- investigating situations/scenarios
- making judgements
- working in a team
- and in their general participation in and contribution to activities.

As the syllabus for Hairdressing is skills-orientated, emphasis should be placed on informal assessment, which will form 70% of the final mark.

Formal methods

The use of formal written tests can only assess a limited range of specific objectives expected in Hairdressing and should therefore not take up a lot of time. It should take place occasionally and be limited to the time of one lesson period. As the syllabus for Hairdressing is skills orientated, formal assessment should make out not more than 30% of the final mark.

11.3 Alternative assessment

Alternative assessment is the utilisation of non-traditional approaches in judging learner performance. It is used to determine what the learner can do and cannot do, in contrast to what they do or do not know. Alternative assessment involves performance or tasks relating to real-life situations and is process-oriented. The outcomes of the alternative assessment will enable learners who are not academically strong to progress and develop their potentials and talents to the maximum.

These type of assessment formats may include:

- on-the-job or off-the-job practical assessments
- role-plays or simulations
- open-ended questions
- writing samples
- story or text retelling
- case studies
- small projects or assignments
- self and peer assessment
- teacher observations
- journals and learning logs
- interviews

Reasonable adjustments to assessment procedures and materials might be required to allow some learners to demonstrate competence. The degree to which a learner's special needs affect their demonstration of competence will vary from learner to learner and might vary from task to task. Adjustments will be required where learners experience difficulty with language, reading and /or writing. Assessments for these learners should be structured to allow the learner to demonstrate their knowledge regardless of any reading, writing and language difficulties. The key principles of validity, reliability, fairness and flexibility should be considered when providing reasonable adjustments in assessment procedures and material.

When selecting the format of assessment the teacher should consider the context in which the knowledge will be applied. The type of assessment format selected should reflect consideration of the way in which the information will be used in practical application.

Various categories of alternative assessment involve:

(i) *Authentic assessment*

Authentic assessment integrates the assessment of traditional academic content with the knowledge and skills important to lifelong learning using a variety of techniques, including “real world” situations. The learner use their understanding of the subject to solve real world situations and problems. For an assessment to be authentic, the context, purpose, audience and constraints of the test should connect in some way to real world situations and problems.

(ii) *Oral based assessment*

The oral-based assessment assesses the learner’s competencies without lowering the content, depth or level of the competencies. It is an oral assessment of the outcomes of teaching and learning of learners who might have mastered the competencies taught but is not able to demonstrate these competencies due to literacy and numeric difficulties they are experiencing. A checklist of appropriate questions should be developed with reference to the topic and specific objectives to be mastered.

(iii) *Performance-based assessment*

Performance-based assessment requires the learner to construct a response, create a product, or demonstrate application of knowledge in authentic context. Performance-assessment requires the development of new assessment tools and scoring rubrics. Performance-based alternative assessments may include portfolios, checklists, rating scales and rubrics. These are explained further as follow:

Portfolio

Portfolio assessment is an evaluation tool used to document learner knowledge and learning through series of learner-developed artefacts. Portfolio is kept in a folder or file and contains a collection of evidence of the achievements of a learner throughout the course.

Portfolios may include:

- selection of learner work, e.g., photographs, projects, reference materials, video or audiotapes and final product.
- guidelines for content selection
- criteria for evaluating process and product
- evidence of learner reflection

The portfolio contains the learners’ practical work throughout Year 1 and 2. A minimum number of practical exercises will have to be done continuously throughout the three terms in Year 1 and the two terms in Year 2. Each practical exercise will be weighted to a mark out of 10 marks, while projects will be weighted to mark out of 15. All the learners’ practical activities and project marks will contribute towards promotion in Year 1 and Year 2. Therefore all Year 1 and 2 marks need to be kept in a portfolio file and the processed mark will have to send to DNEA at the beginning of term 3 of Year 2.

The overall portfolio mark will contribute 80% towards the final Year 1 promotion mark. Schools will have to submit sample work of learners to DNEA of at least 5% of the students enrolled for the overall subject. Schools are required to keep the portfolio for possible moderation by DNEA and/or Regional Education Offices.

Portfolio reflects the actual day to day learning activities of learners. Each learner should build up a portfolio during the course. The portfolio is kept in a folder, file or/and work books. The portfolio supports assessment and can aid the curriculum vitae of the job-seeker. Some portfolios are designed to present the learner’s best work, others are designed to show how the learner’s work has evolved

over time, and still others are comprehensive repositories for the entire learner's work. The portfolio must be made available to the verifier / moderator on request at any given time.

A portfolio comprises of:

1. Content sheet
2. Identification of learner (ID and/or Certificate of birth)
3. Résumé
4. Transcript of results
5. Portfolio Evaluation Form (completed per term)
6. Job attachment feedback/ reports
7. Continuous Assessment mark sheets
8. Continuous Assessment activities
9. Reports on excursions
10. Proof of group (team) work (with clear assessing criteria)
11. Teacher's report (Narrative Report)
12. Moderator's report

The Skills Subject teacher administers the 'main' Portfolios – it stays in the classroom or workshop for the duration of the course. The Skills Training teacher starts to build up the Portfolio's content, as stated above, adding the learners' work as referred to in number 8. By the end of the course, the supplementary subject teachers send in evidence of learners' course work to be added to the main Portfolio – this then forms one Portfolio with evidence of all the work done by the learner.

More guidelines/information on the portfolio may be found in the Assessment Manual

Checklists, rating scales, and rubrics

Checklists, rating scales and rubrics are tools that state specific objective and allow teachers and learners to gather information and to make judgements about what learners know and can do in relation to the outcomes. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

A tick-off checklist is used to assess whether all required skills of a topic have been mastered. The grade descriptors for Certificate in Basic Pre-vocational skills of this document are applied. Basic Pre-vocational Skills Training syllabuses contain examples of checklists.

The assessment of skills is done by:

- informally collecting information from parents on what is taking place at home;
- check listing the skills demonstrated;
- narration of the learner's potentials;
- developing an assessment tool (Portfolio, checklists, oral assessment, etc.) and used as the tool for assessing and monitoring the skills development.

Rating scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. To continue the light switch analogy, a rating scale is like a dimmer switch that provides for a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of learners work.

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the quality of the product or performance and not the quantity; e.g., not number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate

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learner performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Examples of Checklists, Rating Scales and Rubrics are given at the end of the syllabus.

Recording progress

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework and short tests may be recorded for continuous assessment. This will also help to determine learning support, not only during lesson presentation, but extended to after school hours sessions.

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learners' actual level of achievement in the specific objectives, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must be awarded a Grade A, B, C, and so on (norm-referencing).

In criterion-referenced assessment, each assessment task must have an assessment rubric with criteria descriptors for what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the criteria descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment be reliable.

11.4 Grade descriptors

The learner's level of achievement in relation to the specific objectives in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the grades awarded and specific objectives are shown below.

Grade	% Range	Grade descriptors
A	80%+	Achieved objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded.

11.5 Assessment objectives

The assessment will include, wherever appropriate, personal, social, environmental, economic and technological applications of Hairdressing. The assessment must take into account the learner's ability to communicate clearly and logically and apply conventions where appropriate.

There are four assessment objectives for hairdressing courses.

Knowledge with understanding

Learners should be able to:

1. demonstrate the ability to state facts, recall and name items, recall and describe processes;
2. demonstrate the ability to apply and relate knowledge to basic design and manufacturing;
3. make reasoned arguments and anticipate consequences about outcomes of the design and realisation process;
4. demonstrate a crucial awareness of the interrelationship between design and the needs of society.

Design problem-solving

Learners should be able to:

1. identify clearly, from a situation, a specific need for which a solution is required and compose a design brief;
2. analyse a problem by considering any relevant functional, aesthetic, human, economic and environmental design issues and draw up a design specification;
3. generate a range of outline solutions to a design problem, giving consideration to the constraints of time, skills and resources;
4. test and refine the functional and aesthetic effectiveness of design solutions.

Design communication

Learners should be able to:

1. recognise information in one form and where necessary change it into a more applicable form;
2. propose and communicate ideas graphically;
3. develop ideas and represent details of form, shape, constructive movement, size and structure through graphical presentation.

Realisation

Learners should be able to:

1. plan and organise the work procedure involved in the realisation of a solution;
2. select, from a range of resources, those appropriate for the realisation of the product;
3. demonstrate appropriate manipulative skills by showing an understanding of materials and their characteristics in relation to their use;
4. demonstrate appropriate manipulative skills by showing the ability to correctly and efficiently use instruments and tools used in the realisation of a product.

11.6 Continuous assessment: detailed guidelines

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class and project activities should be recorded for continuous assessment.

The Continuous Assessment Mark will comprise of:

- topic tasks or tests of not more than 30 marks (30 minutes) – written or oral
- projects / assignments not more than 15 marks
- reports on excursions
- group (team) work
- role play
- job attachment feedback (in marks), etc.

In Hairdressing course, the continuous assessment tasks are as follows:

Practical investigation: These assess the learners' ability to think and reason independently and to reflect critically on their own thinking. The assessments of practical skills is done during a practical activity where learners are required to plan and carry out investigations and collect report, and analyse information. Except for one major investigation or project during the first or second term, activities should assess not more than two skills and should not count more than 15 marks in the first, second and third term.

Project (Product): All the relevant stages in the portfolio should be taken into account.

Each learner will undertake a personally identified project centred in the chosen option. The project, which will be internally marked and externally moderated, is expected to be completed over the final two terms of the course.

The work presented for assessment will be in the portfolio. The portfolio should include photographic evidence of the made product. Learners should be introduced to the framework and stages of a portfolio. Results achieved on tasks set on the application regarding the investigation and developing of the different stages within the proper framework, should be used as continuous assessment mark under the heading: "Practical Investigation / Topic Tasks".

The learner should manufacture the artefact according to their revised and refined proposed design and production plan set out in their portfolio to. A learner may opt for a product/artefact other than proposed and designed during the year. However, he/she should then first complete a new design and compile an appropriate design folder for that specific product/artefact before realising the design into a completed artefact.

The finished artefact must be tested and an evaluation report written on the outcome of these tests to be included in their design folder. The learners Portfolio, together with photographic evidence of the made artefact, would be externally moderated.

Team project: Throughout the duration of Certificate in Basic Pre-vocational skills training the learners will be involved in different project work. The individual projects for year 1 and 2 are skills based and are assessed for marks. However, during the course of year 2, it is expected of the learners to work together on a team project. This project will serve to:

- build team spirit
- understand how big projects need different planning
- realize that different team members have different roles/ functions
- internalise that communication is an integral part of working in a team
- to observe leadership skills of trainees

The schools should plan a team project that has strong connections to skills learnt that are integrated with community social projects. Following are the examples of team projects that the schools may implement:

Examples 1: Bricklaying team project

The team plans to renovate a building on the school ground. Makes a project plan, allocates a time frame, organises materials, divides tasks and implements the idea. A small ceremony could be held at completion of the project and also photographic evidence (off different stages of the project) should be gathered.

Example 2: Food preparation project

The team involves in hosting and catering for an event, e.g. for an Awareness day for Human Rights in the neighbourhood. Requirements are listed, time frames are drawn, and tasks are distributed. Photos of the event should be gathered.

Example 3: Welding and Metalwork project

The team could plan to support a farmer for a few days to fix the water pipe, fencing, and to repair trailers etc. This practical work could open up some trainees' pre-concepts about optional jobs and widen acknowledgement of own different skills. A small donation from the farm (such as metal for recycling, old machines etc.) could uplift the schools skills training resources.

Topic tasks: These are activities that most teachers already use in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic, be used during the teaching of a topic and /or revision a topic. They may well include assessment involving competencies to do with locating information, conducting surveys, analysing information or presenting information.

Topic tests: Completed topics should be concluded with a test indicating the achievements of the learners in these topics. Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus and should consist of both short questions and more structured questions.

End of term test: This will be a more comprehensive topic test of the term's work. No homework should be assigned during the time of writing the end of term tests. End-of-term test should not consist of more than 30 marks, whether the special arrangements and considerations were applied.

This end-of-term test should be skills orientated. The tests may be a written or oral test, taking the ability of the individual learner into consideration. Learners who need special arrangements for formal assessment, such as extra time, a scribe, a transcribe or a reader, should be arranged for and accommodated throughout the course.

Continuous Assessment Year 1				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Practical investigations	1x10	10	1x10	10
Projects	2x10	20	2x10	20
Topic tasks	2x10	20	2x10	20
Topic tests	2x10	20	2x10	20
End-of-term tests	1x30	30	1x30	30
Term mark		100		100

Continuous Assessment Year 2				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Topic tasks	2 x 10	20	1 x 10	10
Projects	2x 20	40	1 x 20	20
Topic test	2 x 10	20	1 x 10	10
End-of-term test	1 x 20	20	1 x 20	20
Practical Examination			1x40	40
Term mark		100		100

End-of-term test: detailed guidelines

At the end of each trimester there will be internal end-of-term test. The purpose of this test is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus which are most essential for continuing in the next trimester. The test will also guide to evaluate which learners might need more learning support. The end-of-term test should apply special arrangements and considerations that are responsive to the special education needs of all learners. Preparing for and conducting this test should not take up more than two weeks altogether right at the end of the term.

11.7 Job attachment

The purpose of job attachment is to acquaint the Hairdressing learner with exactly virtual work experience as well as to develop their knowledge, skills and attitudes that are essential in today's industry. Job attachment is envisioned is follows:

Trimester	Length	Description	Key Elements
First trimester	3 weeks = 120 hours (15 days x 8 hours)	One-on-one observation of a learner at the place of employment	• A teacher to conduct a pre-placement orientation • First week the learner shadows and does one-on-one observation of a worker at the place of employment • Second and third week the learner follows a planned learning activities that must be recorded in the log book
Second trimester	4 weeks = 160 hours (20 days x 8 hours)	A stimulated work experience that provides the learner with extensive variety of work experiences	• A personalised placement learning plan must be included in the log book • Integrates classroom and workplace learning • Involves learner assessment • Involves reflective learning

It is advisable that the learner shadows the artisan for one week, and then starts working gradually for the remainder of the time. The job attachment sessions may be planned and implemented to fit the circumstances and available time of the school. It need not be a full month at once but may be broken up in for example two weeks sessions.

Teachers/teachers are expected to arrange these sessions and to visit learners at the workplace during job attachment sessions to evaluate their involvement, work performance and conduct in the place of work (called sight-visits). At the same time, it should be requested from the management of the place of work to write a short report on the involvement, work performance and conduct of the learner. A template of such report must be planned and be availed to the management of the establishment. These

completed reports should be added to the portfolio content for verification. Furthermore these reports should serve to

- upgrade and/or adjust Skills Training if needed
- assist the learner-assistant in areas pointed out in the reports
- work with the industry to determine whether the training is still in line with what is required

More guidelines are provided in the job attachment manual or log book.

11.8 Certification marks

The promotion marks are calculated as follows:

Promotion Mark Year 1 and 2			
	Term 1	Term 2	Total
Term mark	100	100	200
CA mark	$200 \div 2$		100
Promotion mark	$(\text{CA Mark Term 1} + \text{CA Mark Term 2}) \div 2$		100

The certification marks are calculated as follows:

Certification Mark			
	Year 1	Year 2	Total
Term mark	100	100	200
Certification mark	$(\text{Year 1} + \text{Year 2}) \div 2$		100

11.9 Specification grid

A rigid association between particular assessment objectives and individual components of assessment is not appropriate since any of the objectives can be assessed in any question. Nevertheless the components of the scheme will differ in the emphasis placed on the various objectives.

The Specification Grid below is for general guidance only and illustrates where particular objectives might receive most emphasis on the various components for both the End-of-term test and for Continuous Assessment. It also indicates the weighting allocated to each objective for both continuous assessment and for the written test.

Assessment objectives for written test	
Components	Weighting
Objective A Basic Knowledge with understanding	20%
Objective B Design problem solving	20%
Objective C Design communication	10%
Objective D Realisation	50%
Total	100%

Assessment Objectives for Continuous Assessment	
Components	Weighting

Objective A Basic Knowledge with understanding	20%
Objective B Design problem solving	10%
Objective C Design communication	10%
Objective D Realisation	60%
Total	100%

11.10 Assessment rubrics/criteria

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. The marking rubrics should ideally be less than one page altogether.

Checklist is a focussed diagnostic tool listing performance criteria, which can be used to plan learner progress over time. It can list actions, descriptions, skills, concepts, processes, and/or attitudes that a teacher checks off as he or she observes them. It can be used to assess written work or other products such as oral presentations, art and media works, and models.

The teacher may work from the prepared checklist or marks to check each element as it occurs. The score is the total number of items that are checked. Various gradations in quality are not recognized unless the checklist specifies that something be done "exceptionally," "very well" "satisfactorily," or in some other way that brings quality into question.

A topic task, investigation, observation or a project:

General objectives are used to plan instruction and to evaluate learner's performance on the same objectives. After the planned activities, learners are assessed to determine how well they learned. Evaluation is achieved through observation during the activities, and through specific assessment tasks.

Steps to develop a checklist:

1. Identify the general objective
2. List target behaviours, skills or specific learning objectives separately
3. Organize the checklist sequentially
4. Determine how record keeping will be done

Guidelines on checklist:

1. Teachers may adjust these example grids to the needs of their learners.
2. The application of checklists & marking grids are compulsory.
3. The format is just a recommendation, it is not pre-scribed.
4. These checklists and evaluation grids should form part of the portfolio
5. The checklists and evaluation grids in the syllabus do not cover all the topics. It is expected of teachers to use these as examples and create their own as needed.
6. Each topic should have at least one checklist or evaluation grids, but may have more than one depending on the specific learning objectives expected to achieve.

Annexe 1: Glossary of terms

afro hair	a hairstyle consisting of a mass of very tight curls that stick out all round the head, like the natural hair of some black people
braid	where strands of hair are weaved together/ on the scalp braiding is used to form a base or track to sew on a commercial weft - this is the cornrow technique. off the scalp braiding is used for traditional braiding styles
busted	hair that's overworked, over-processed, and damaged
blunt	a haircut that is all one length – can be short or long
bed head	often worn down, a very appealing and natural hairdo
chemical cut	hair so over-processed that it breaks and looks as though it has been cut
coarse	a classification for stronger, thicker types of hair
colour bath	colour applied over lathered up hair to adhere to porous areas like faded hair, or to blend a highlight
crown	area at the top of the head
cutting-in	the term used to describe getting a 'haircut' and having your new hairpiece styled for the first time when you first receive it/ it involves a simple haircut and blending in of the hairpiece with your existing hair
dreadlocks	a hairstyle in which the hair naturally, or through manipulation, is encouraged to become matted and form a cylindrical, rope-like pattern/ dreadlocks may take several months to well over a year to form and are considered a permanent style. in order to remove dreadlocks, one must cut them
dusting	cutting the most minimal amount of hair, otherwise known as the slightest trim for those who are nervous to get a haircut
dimensional colour	colour that brings out the movement of a haircut
edgy	trendy, non-conventional, or extreme/ shapes may include choppy asymmetrical, or an under cut
exfoliating	a process of removing the top dead skin layers to reveal healthier, newer skin underneath
feathering	feathering is a cutting technique hairdressers use to take hard lines out of the hair - by cutting into the hair softer lines are created
freezing spray	a hairspray with the firmest hold used to maintain style of hard to hold hair
fringe	bangs
faux hawk	an edgy look; a messier version of a Mohawk
fillers	these are used to even out hair colour before using a permanent colour
gel	jelly like material formed by the coagulation of a liquid. semi-solid emulsion that liquefies when applied to the skin
glaze	semi permanent product used for adding shine and for protecting hair colour from fading
gloss	shiny overlay on the hair, usually a finishing product for hair colour and styling
graduation	a build up of weight, 45 degrees from the head shape, this technique can be done in different ways like around face (face framing), at the nape (stacked/angled bob), or side swept bangs. when this technique is utilized, it

	gives movement and structure to your cut
hair extensions	hair extensions are used to add volume or length to your hair by bonding synthetic or real hair to your roots
hair weaving	a process by which a hairpiece is attached to your existing hair by braiding or weaving
highlights	hair highlighting/lowlighting refers to changing a person's hair colour using lightener or hair colour
ingrown hair	hair that does not break the surface of the skin and grows inward, can be severe and cause inflammation, soreness and infection
interlocking	a method in which hair is maintained or tightened using a tool
jojoba oil	contains superior properties to keep skin and hair soft, it is beneficial to dry hair
joooge	in the fashion world, this means detailing — rubbing the hair between my fingers for texture, or at the roots for a extra lift
keratin	a fibrous protein found in hair, nails and skin
oxidation	a chemical change in hair colour caused by air, this usually results in the yellowing of bright highlights
perm	the perm creates curls by restructuring your hair molecules with a chemical or heat treatment, and is generally a long-lasting or permanent change to your hair
pigment	colour
razored	a sharp, edgy haircut created with a razor, instead of scissors
relax	to chemically straighten the hair to gently smooth out curls, reduce frizz or create a straight style
rough blow-dry	a rough blow-dry is used to remove the moisture from wet hair, i.e. to dry the hair without styling
scrunch dry	a technique used for drying your hair which creates a style at the same time
serum	a serum is a smoothing product which stops your hair from frizzing, keeping it smooth and straight
skin rejuvenation	combating the signs of ageing using the latest innovative, non-invasive treatments that give you visibly younger, healthier and more radiant skin
split ends	trichoptilosis is the splitting of hairs at the ends, often referred to as split ends a split end is when the hair shaft splits or frays due to excessive heat and damage/ there is no way to repair split ends; when they occur the hair must be trimmed
t-zone	the forehead, nose and chin area which tends to be oilier than the cheeks
temporary colour	a hair colour formula that lasts until you shampoo your hair
texturize	in cutting terms, this means giving a blunt or pure form shape, so there are different lengths and movement
thermal process	temporarily straightening the hair with a heated iron
tipping	a lightening technique done by freehand with colour, usually this technique is reserved for the ends of the hair or tips
treatment	a treatment is used between shampooing and conditioning to put protein back into the hair.

upsweep	loosely gathering hair on the top of the head
virgin hair	this term refers to hair which is still in its original state and which has not been permed, coloured or chemically processed in any way
weave	a hair weave is usually a hairpiece with layered gaps made into it/ this is then placed on a person's head and his/her own real hair is woven into the hairpiece
wig	the term used to describe any hairpiece with a full cap which covers the hair on the head, or the entire area where hair normally grows, as a substitute for your own hair

Annexe 2: Checklist for deportment & personal hygiene

DEPORTMENT & PERSONAL HYGIENE								
Name: Date:								
	CHECKPOINTS	Achieved Objectives Exceptionally Well	Achieved Objectives Very Well	Achieved Objectives Well	Achieved Objectives Satisfactorily	Achieved the Minimum number of Objectives	Ungraded	Total
1	Clothing & Shoes	6	5	4	3	2	1	
2	Accessories	6	5	4	3	2	1	
3	Hair (general every-day appearance)	6	5	4	3	2	1	
4	Make-up	6	5	4	3	2	1	
5	Skin-care	6	5	4	3	2	1	
6	Personal conduct	6	5	4	3	2	1	
7	Team work	6	5	4	3	2	1	
8	Identify & remove safety risks	6	5	4	3	2	1	
9	Handling emergency & health risks	6	5	4	3	2	1	
10	Washing hands/covering cuts [apply first aid]	6	5	4	3	2	1	
11	Securing hair when working with clients	6	5	4	3	2	1	
		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactorily: 50-59%	Achieved minimum: 40-49%	Ungraded 0 -39 %	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 3: Checklist for self-development

SELF-DEVELOPMENT								
Name:				Date:				
	CHECKPOINTS	Achieved Objectives Exceptionally Well	Achieved Objectives Very Well	Achieved Objectives Well	Achieved Objectives Satisfactorily	Achieved the Minimum number of Objectives	Ungraded	Total
1	State your strong points	6	5	4	3	2	1	
2	State your weak points	6	5	4	3	2	1	
3	Outline your job-responsibilities as an assistant	6	5	4	3	2	1	
4	Identify ways you can improve your performance	6	5	4	3	2	1	
5	Teacher verifies how he/she watch demonstrations	6	5	4	3	2	1	
6	Teacher verifies how she seek advice/guidance	6	5	4	3	2	1	
7	Teacher verifies performing salon activities	6	5	4	3	2	1	
8	Teacher verifies participation in training	6	5	4	3	2	1	
9	What do you do to improve existing knowledge and skills? (referring to part-time job, reading magazines, etc.)	6	5	4	3	2	1	
		Achieved exceptiona well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfacto 50-59%	Achieved minimum: 40-49%	Ungraded 0 -39 %	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 4: Checklist for first aid procedure

FIRST AID PROCEDURE								
Name:				Date:				
	CHECKPOINTS	Achieved Objectives Exceptionally Well	Achieved Objectives Very Well	Achieved Objectives Well	Achieved Objectives Satisfactorily	Achieved the Minimum number of Objectives	Ungraded	Total
1	Name the contents of a First Aid Box	6	5	4	3	2	1	
2	What is appropriate treatment for 'Electrical Shock'?	6	5	4	3	2	1	
3	What is appropriate treatment for 'bleeding'?	6	5	4	3	2	1	
4	What is appropriate treatment for 'minor burns'?	6	5	4	3	2	1	
5	What is appropriate treatment for 'eye injuries'?	6	5	4	3	2	1	
6	What is appropriate treatment for 'epileptic fit'?	6	5	4	3	2	1	
7	Explain how to sterilize tools	6	5	4	3	2	1	
8	State the information that should appear on an accident report	6	5	4	3	2	1	
		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactorily: 50-59%	Achieved minimum: 40-49%	Ungraded 0 -39 %	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 5: Checklist for making and confirming appointments

MAKING AND CONFIRMING APPOINTMENTS								
Name:				Date:				
	CHECKPOINTS	Achieved Objectives Exceptionally Well	Achieved Objectives Very Well	Achieved Objectives Well	Achieved Objectives Satisfactorily	Achieved the Minimum number of Objectives	Ungraded	Total
1	Details taken from client to make appointment	6	5	4	3	2	1	
2	• client's name	6	5	4	3	2	1	
3	• service required	6	5	4	3	2	1	
4	• time	6	5	4	3	2	1	
5	• date	6	5	4	3	2	1	
6	• stylist's name	6	5	4	3	2	1	
7	Confirming appointment	6	5	4	3	2	1	
8	Booking appointment	6	5	4	3	2	1	
		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactorily: 50-59%	Achieved minimum: 40-49%	Ungraded 0 -39 %	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 6: Checklist for client consultation

CLIENT CONSULTATION								
Name:					Date:			
	CHECKPOINTS	Achieved Objectives Exceptionally Well	Achieved Objectives Very Well	Achieved Objectives Well	Achieved Objectives Satisfactorily	Achieved the Minimum number of Objectives	Ungraded	Total
1	State importance of consultation	6	5	4	3	2	1	
2	Meeting client / Receiving client	6	5	4	3	2	1	
3	Communication with client	6	5	4	3	2	1	
4	Questions to client	6	5	4	3	2	1	
5	Confirming service with client	6	5	4	3	2	1	
6	Completing client record card accurately	6	5	4	3	2	1	
7	Recording selected products	6	5	4	3	2	1	
8	Explaining tests to be carried out (spot-check 1 or 2)	6	5	4	3	2	1	
9	Explain what is meant by 'Confidential information'	6	5	4	3	2	1	
10	How should Client Record Cards be maintained?	6	5	4	3	2	1	
		Achieved exceptiona well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfacto 50-59%	Achieved minimum: 40-49%	Ungraded 0 -39 %	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 7: Grid for evaluating draping procedure

Cross out one mark which you would allocate under each heading, considering 1 as the lowest mark and 8 as the highest.

DRAPING A CLIENT								
Learner's name:..... Date:.....	Setting up the materials	Welcoming the client	Following orders	Communicating to the client	Using of tools / equipment	Specific points of importance: • Towel over cape • Cape not touching skin	Sanitation rules adhered to	TOTAL out of 35
	1	1	2	2	3	2	1	
	2	2	3	3	4	3	2	
	3	3	4	4	5	5	3	
			5	6	6	7	4	
						8		

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 8: Grid for evaluating shampooing procedure

Cross out one mark which you would allocate under each heading, considering 1 as the lowest mark and 8 as the highest.

SHAMPOOING A CLIENT											
Learner's name:	Setting up the materials / work station	Welcoming client (Receiving client)	Following orders / instructions	Communicating to the client	Draping client	Shampooing process Manipulations / Massage technique All areas of scalp washed & rinsed Protecting client's face / ears by using hand Thorough rinsing	Regulating water temperature & flow	Using products sparingly	Client care	Safety and sanitation	TOTAL Out of 50
	1	1	2	2	2	2	1	1	1		
	2	2	3	4	4	4	2	2	2		
	3	3	5	5	6	6	3	3	3		
					8	8	4	4			
						10	5	5			

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 9: Checklist for shampooing and conditioning a client

SHAMPOOING AND CONDITIONING A CLIENT								
Name:				Date:				
	CHECKPOINTS	Achieved Objectives Exceptionally Well	Achieved Objectives Very Well	Achieved Objectives Well	Achieved Objectives Satisfactorily	Achieved the Minimum number of Objectives	Ungraded	Total
1	State the purpose of shampooing	6	5	4	3	2	1	
2	State the effect of shampooing	6	5	4	3	2	1	
3	State the purpose of conditioning (surface)	6	5	4	3	2	1	
4	State the effect of conditioning	6	5	4	3	2	1	
5	State importance of removing/rinsing product	6	5	4	3	2	1	
6	Explain different application(massage) techniques	6	5	4	3	2	1	
7	Demonstrate detangling wet hair	6	5	4	3	2	1	
8	Demonstrate using hand-held dryer	6	5	4	3	2	1	
9	Explain how incorrect application of heat can effect scalp & hair	6	5	4	3	2	1	
10	Demonstrate rough drying & simple styling	6	5	4	3	2	1	
		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactory: 50-59%	Achieved minimum: 40-49%	Ungraded: 0 -39 %	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 10: Grid for evaluating hair treatment

Cross out one mark which you would allocate under each heading, considering 1 as the lowest mark and 8 as the highest.

HAIR TREATMENT												
Learner's name.....	Setting up the materials (Layout)	Welcoming client (Receiving client)	Following orders/ instructions	Communicating to client	Draping client: • Towel folded diagonally around the neck • Towel over cape, cape does not touch skin	Pre-brushing: • parting • brush from roots to ends • brush 3 times	Shampoo (using product sparingly, manipulations)	Applying treatment product: • Setting time • towel-dry hair • using product sparingly • following manufacturer's instructions	Rinsing product thoroughly	Cleaning up	Health and Safety rules applied	TOTAL Out of 50
	1	1	1	1	1	2	1	2	1	1		
	2	2	2	2	2	4	2	4	2	2		
	3	3	3	3	3	6	3	6	3	3		
					8	8						
					0	10						

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 11: Checklist for conduct as assistant of stylist

CONDUCT AS ASSISTANT OF STYLIST								
Name:					Date:			
	CHECKPOINTS	Achieved Objectives Exceptionally Well	Achieved Objectives Very Well	Achieved Objectives Well	Achieved Objectives Satisfactorily	Achieved the Minimum number of Objectives	Ungraded	Total
1	Explain what is meant by 'Apprenticeship'	6	5	4	3	2	1	
2	Explain what is meant by 'personal protective equipment'	6	5	4	3	2	1	
3	Demonstrate sanitising tools	6	5	4	3	2	1	
4	Preparing a trolley for a specific service	6	5	4	3	2	1	
5	Spontaneously offering assistance	6	5	4	3	2	1	
6	Dispose of waste materials in safe and hygienic manner	6	5	4	3	2	1	
7	Follow instructions of stylist	6	5	4	3	2	1	
8	Cleaning up	6	5	4	3	2	1	
		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactorily: 50-59%	Achieved minimum: 40-49%	Ungraded: 0-39 %	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 12: Grid for basic manicure procedures

BASIC MANICURE PROCEDURES															
Learner :	Setting up the materials (Layout)			Filing nails			Manicure procedures			Application of nail polish			Cleaning up		
	Welcoming client (Receiving client)			Sanitising hands (Therapist & client's)			Pushing back cuticles			3 strokes			Sanitising supplies		
	Communicating to client						Cleaning under free edge			Even			Proper storage		
							Bevel (fine end of emery board)			Removing excess polish			Safety and sanitation		
							Buff								

Annexe 13: Grid for basic pedicure procedures

BASIC PEDICURE PROCEDURES																											
Learner's name:	Setting up the materials (Layout)			Welcoming client (Receiving client)			Communicating to client			Sanitising hands (Therapist & client's)			Filing nails - Left foot first - Working from little toe to big toe - Filing from corner to centre			Pedicure procedures - Pushing back cuticles - Cleaning under free edge - Bevel (fine end of emery board) - Buff			Application of nail polish 3 strokes - Even - Removing excess polish			Cleaning up - Sanitising supplies - Proper storage			Safety and sanitation		
	1			1			1			1			2			2			1			2			2		
	2			2			2			2			4			4			2			3			3		
	3			3			3			3			6			6			3			4			4		
													8			8			4								
													10			10			5								
TOTAL											Out of 45																

Annexe 14: Portfolio assessment: practical component 1

		DEPORTMENT & PERSONAL HYGIENE	GROUP WORK / TEAMWORK	ROLE PLAY	SELF DEVELOPMENT	MAKING APPOINTMENTS	FIRST AID PROCEDURE	CLIENT CONSULTATION	CONDUCT AS ASSISTANT OF STYLIST	HEALTH AND SAFETY	SHAMPOOING AND CONDITIONING	DRYLING AND STYLING HAIR							
Name of learners		Date successfully accomplished																	
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

Annexe 15: Portfolio assessment: practical component 2

Practical Component 2	
Summary Form Recording Evaluation Grids	
	Receiving clients (Reception duties) Sterilising / disinfecting tools Preparing and Draping a client Shampooing & Conditioning a client Hair tests & Analysis Treatment procedure Applying massaging techniques Drying techniques Disentangling hair Plaiting Drying hair into shape Styling Sectioning for different services Setting hair Perm winding Cutting basic one length hairstyle Cutting layers Cutting Short layered hairstyle Basic Manicure procedures Basic Pedicure procedures Applying basic facial treatment COURSE MARK
Name of learners	Date successfully accomplished
DATE	
2	
3	
4	
5	
6	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

Annexe 16: Portfolio Evaluation form

Learner Name: _____

Skills: _____ Term: _____

Criteria	Total Marks	Marks Obtained
1. Overall Appearance of File		
Neatness	1	
Organization of Content according to the Table of Content & Checklist	1	
File Covered	1	
2. Learner Personal Information		
Information Complete	1	
Copy of Learner Identification	1	
3. Skills Subject Evidence		
Tasks, Tests, Practical Exercises, Projects	7	
4. Supplementary Subject Evidence		
Functional Numeracy	8	
Communication	9	
Work Orientation	8	
Fundamental ICT	8	
Entrepreneurship	8	
Total	53	
Final Mark(÷53x25)	25	

Evaluator's Comment:	
Evaluator's Name:	Evaluator's Signature:
	Date: _____
HOD Name:	HOD Signature:
	Date: _____

Annexe 17: Continuous assessment record form: Hairdressing

Syllabus Topic	Specific skills or objective	Term 1 (date)		Term 2 (date)		Sub-total (1+2)	Total (% sub-total)	
Date & mark						%	Symbol	
Hairdressing as a career	Topic Test							
Salon Orientation	Topic Test							
Salon health and safety	Topic Test							
Tools and equipment	Topic Test							
Client care	Topic Test							
Skin and hair health	Topic Test							
HIV and AIDS	Topic Test							
Apprenticeship	Topic Test							
Shampoo and condition hair	Topic Test							
Styling techniques	Topic Test							
Cutting hair	Topic Test							

School:

Year:

Learner:

Teacher:

CONTROLLED:

DATE:

Annexe 18: Assessment record sheet year 1

School:															
Hairdressing															
Year:															
Teacher:															
	Term	Practical Investigation	Project 1	Project 2	Topic Task 1	Topic Task 2	Total / 50 A	Topic Test 1	Topic Test 2	End-of-term Evaluation (ETE)	Total / 50 B	Total Term Mark (Term 50+50/100)	Promotion Mark (Term 1 + 2/100)	Symbol	
Learner Name		10	10	10	10	10	50	10	10	30	50	100	%	A-U	
1.	1														
	2														
2.	1														
	2														
3.	1														
	2														
4.	1														
	2														
5.	1														
	2														
6.	1														
	2														
7.	1														
	2														
8.	1														
	2														
Subject Teacher							Date:					Average Mark	Term 1		
Head of Department / CBPVS Co-ordinator							Date:						Term 2		
Principal							Date :								

Annexe 19: Assessment record sheet year 2

Hairdressing:..... SCHOOL:										YEAR: TEACHER:										
Name of Learner	Term 1									Term 2							CERTIFICATION MARK			
	Topic Task 1	Topic Task 2	Project 1	Project 2	Topic Test 1	Topic Test 2	End-of-term 1 Test	Total CA Term 1	Term Mark (TCA/100 x 100)	Topic Task 1	Topic Test 1	Project	End-of-term Test (ETT)	Practical Examination	Total CA Term 2	Total Term Mark (TCA/100 x 100)	Year 1 Promotion CA + Year 2 Promotion CA	CA (Year 1 + Year 2)	% PERCENTAGE	SYMBOL
	10	10	20	20	10	10	20	100	100	10	10	20	20	40	100	100	200	200		A-U
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				

Subject Teacher:.....

Date:.....

Head of Department:.....

Date:.....

CBPVS Co-ordinator:

Date:.....

Principal:.....

Date:.....

Annexe 20: Hairdressing Portfolio Mark Year 1 & 2

Skills Subject:.....							YEAR:								
SCHOOL:							TEACHER:								
	YEAR 1						YEAR 2						CERTIFICATION MARK		
Name of Learner	Term 1		Term 2		Total CA		Term 3		Term 4		Total CA				
	Term 1 CA Mark	CA / 25 x 100 (%)	Term 2 CA Mark	CA / 25 x 100 %	Promotion Mark T1 CA + T2 CA		Term 3 CA Mark	CA / 25 x 100	Term 4 CA Mark	Term 4 CA / 25 x 100	Promotion Mark T3 CA + T4 CA		Total CA Mark Year 1 Promotion Mark + Year 2 Promotion Mark)	Total CA Mark (TCA /100 x 100)	SYMBOL
	25	%	25	%	50	%	25	%	25	%	50	%	100	%	A-U
Example	4	16	10	40	14	28	10	40	17	68	27	54	41	41	E
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															

Subject Teacher:.....

CBPVS Co-ordinator /Head of Department:.....

Principal:.....

Date:.....

Date:.....

Date:.....

Annexe 21: Hairdressing: Certification mark

Skills Subject:.....					YEAR:						
SCHOOL:.....					TEACHER:						
Name of Learner	Year 1				Year 2				CERTIFICATION MARK		
	Term 1	Term 2	Total CA Year 1 T1 + T2) (A)	(TCA /100 x 100)	Term 3	Term 4	Total CA Year 2 (T3 + T4) (B)	(TCA /100 x 100)	Year 1 Promotion CA + Year 2 Promotion CA/200	TCA Year 1 + TCA Year 2/ X100	SYMBOL
	100	100	100	%	100	100	100	%	200	%	A-U
1.											
2.											
3.											
4.											
5.											
6.											
7.											

Subject Teacher:.....

Date:.....

Head of Department/CBPVS Co-ordinator:.....

Date:.....

Principal:.....

Date:.....



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P/Bag 2034

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