

HAIR AND BEAUTY STUDIES

Unit 7: Careers in the hair and beauty sector and related industries



Hair and Beauty Studies

Level 1 Unit 7: Careers in the hair and beauty sector and related industries

Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

Total GLH	30
Delivery model	Based on teaching two-hour sessions. This is a theory-based unit. Units 1, 2 and 6 are also theory based and could be taught together.
Aim	To expose learners to the diverse and exciting career opportunities available in the hair and beauty sector.
Notes	<p>Differentiation will take place through question and answer, pair or group work, through the level of individual support provided and extension activities.</p> <p>Integration of PLTS and FS: Within this scheme of work, these standards will be signposted, but they should be clearly identified, mapped and put into context within the lesson plan in detail.</p> <p>Health and safety: Best practice health and safety will need to be identified and reference codes inserted into each lesson plan relating to each activity and learning environment.</p> <p>Assessment for learning: Within each lesson plan, tutors should incorporate learning checks. These checks will normally (but not always) be distinct from more formal summative assessment activities.</p>

Week	Learning aims	Learning outcomes	Activities, assignments, assessments, resources	PLTS	FS
1	Identifying career opportunities in the hair and beauty sector (AC1a–c)	Learners will: <ul style="list-style-type: none"> • know how to access information on careers through the Habia website • know how to access information on careers from Connexions and careers advisers. 	Learners: <ul style="list-style-type: none"> • Take part in a research activity involving the use of the Habia website. • Complete the pre-prepared questionnaire. Tutor: <ul style="list-style-type: none"> • Create and distribute a pre-prepared questionnaire to ensure the correct searches are being performed. 		SL1 R1 W1
2	Researching different careers in the hair and beauty sector (AC1a–c)	Learners will: <ul style="list-style-type: none"> • know the qualifications required to access a variety of jobs in the hair and beauty sector • know the progression routes available in the hair and beauty sector • know the training routes available in the hair and beauty sector. 	Learners: <ul style="list-style-type: none"> • Complete a table to show the qualifications required for a variety of jobs in the hair and beauty sector. The table should illustrate the training and progression routes available. • Feedback to the whole group. Tutor: <ul style="list-style-type: none"> • Pre-prepare the table for learners to complete. • Facilitate the research. • Ask tailored questions throughout the session to check that learning has taken place. 	IE2 TW1–6	SL1 R1 W1

Week	Learning aims	Learning outcomes	Activities, assignments, assessments, resources	PLTS	FS
3	Researching different careers in the hair and beauty sector (AC1b–c)	<p>Learners will:</p> <ul style="list-style-type: none"> know the job roles of the following: technician; lecturer/teacher/trainer/assessor; manager; self-employed; session stylist; media make-up artist; hairdresser/barber; beauty/spa therapist and nail technician. know the working conditions and pay expectations of the above jobs. 	<p>Learners:</p> <ul style="list-style-type: none"> Complete a PowerPoint presentation on the job roles outlined in the learning outcomes and the working conditions and pay expectations for those jobs. Feedback to the whole group. <p>Tutor:</p> <ul style="list-style-type: none"> Facilitate the research. Ask tailored questions throughout the session to check that learning has taken place. 	<p>RL5</p> <p>IE4</p>	<p>SL1</p> <p>R1</p> <p>W1</p> <p>ICT</p> <p>M</p>
4	<p>The requirements of different roles within the hair and beauty sector (AC2a)</p> <p>NB: some knowledge is covered by session 3 in Unit 2.</p>	<p>Learners will:</p> <ul style="list-style-type: none"> know the required standards regarding professional codes of conduct and salon policies with reference to dress codes, personal hygiene and professional manner know the required standards of different types of employers across the six industries. 	<p>Learners:</p> <ul style="list-style-type: none"> Read and take notes on the salon's policies. Discuss the required standards with the employer. Ask questions on the differences between the six industries. <p>Tutor:</p> <ul style="list-style-type: none"> Arrange a visit from an employer or to a local salon, or a visit to a realistic working environment within the centre. Facilitate the discussion. 	<p>IE2</p> <p>TW1–6</p>	<p>SL1</p> <p>R1</p> <p>W1</p>

Week	Learning aims	Learning outcomes	Activities, assignments, assessments, resources	PLTS	FS
5	<p>The requirements of different roles within the hair and beauty sector (AC2a)</p> <p>NB: some of this knowledge is covered by session 7 in Unit 2.</p>	<p>Learners will know the required standards regarding:</p> <ul style="list-style-type: none"> • communication skills (ie speaking, listening and reading) • body language (eg positive, friendly and approachable) • teamwork (eg working to support others in a one-to-one or group situations). 	<p>Learners:</p> <ul style="list-style-type: none"> • Take part/show their own standards of communication and team working skills within a realistic work environment during a practical activity (can be done on work placement). <p>Tutor:</p> <ul style="list-style-type: none"> • Arrange a visit to an external salon or a realistic working environment within the centre, or conduct observation via webcam. • Ensure that learning takes place by providing a good introduction to the activity and summing up at the end. • Feedback to individuals giving constructive advice. <p>Employers (if present):</p> <ul style="list-style-type: none"> • Feedback to individuals giving constructive advice. 	<p>RL5</p> <p>IE4</p>	<p>SL1</p> <p>R1</p> <p>W1</p> <p>ICT</p> <p>M</p>
6	<p>Factors that may inhibit or restrict career opportunities in the hair and beauty sector (AC2b)</p>	<p>Learners will identify how the following factors may inhibit or restrict a career in the hair and beauty sector:</p> <ul style="list-style-type: none"> • skin conditions • colour blindness • dexterity issues • stamina and basic communication skills. 	<p>Learners:</p> <ul style="list-style-type: none"> • Take part in a prepared quiz on how the factors that may inhibit or restrict a career in the hair and beauty sector. <p>Tutor:</p> <ul style="list-style-type: none"> • Prepare and facilitate the quiz. • Feedback to individuals giving constructive advice. 	<p>IE2</p> <p>TW1–6</p>	<p>SL 1</p> <p>R 1</p> <p>W1</p>

Week	Learning aims	Learning outcomes	Activities, assignments, assessments, resources	PLTS	FS
7	How to assess readiness to work in the hair and beauty sector (AC3a–b)	<p>Learners will:</p> <ul style="list-style-type: none"> know how to identify personal strengths and weaknesses in relation to the expectations of the hair and beauty sector know how to identify personal strengths and weaknesses using a SWOT analysis template. 	<p>Learners:</p> <ul style="list-style-type: none"> Complete a SWOT analysis Take part in a tutorial/appraisal activity to identify personal strengths and weaknesses in relation to the expectations of the hair and beauty sector. <p>Tutor:</p> <ul style="list-style-type: none"> Take part in a tutorial/appraisal activity to identify individual learners' strengths and weaknesses in relation to the expectations of the hair and beauty sector. 	RL5 IE4	SL1 R1 W1 ICT M
8	How to assess readiness to work in the hair and beauty sector (AC3a–b)	<p>Learners will:</p> <ul style="list-style-type: none"> know how to assess their own personal readiness to work in the hair and beauty sector use questionnaires to measure other people's views on their readiness to work. 	<p>Learners:</p> <ul style="list-style-type: none"> Use a pre-prepared questionnaire to gain feedback from clients, teachers or employers on their own readiness to work in the hair and beauty sector. <p>Tutor/employers:</p> <ul style="list-style-type: none"> The questionnaire is to be completed during a practical activity in a salon. Complete the questionnaire for each learner and discuss. 	IE2 TW1–6	SL1 R1 W1
9	How to assess readiness to work in the hair and beauty sector (AC3a)	<p>Learners will:</p> <ul style="list-style-type: none"> know how to access and use a variety of personality tests to analyse aspects of themselves that could help or hinder their progression into the hair and beauty sector. 	<p>Learners:</p> <ul style="list-style-type: none"> Access and use a variety of personality tests. <p>Tutor:</p> <ul style="list-style-type: none"> Introduce and facilitate the use of the internet or a local library to use a variety of personality tests. Feedback to the group during plenary on how this relates to assessing readiness to work. 	RL5 IE4	SL1 R1 W1 ICT M

Week	Learning aims	Learning outcomes	Activities, assignments, assessments, resources	PLTS	FS
10	Preparation for assessment	Learners will: <ul style="list-style-type: none"> revise and collate the taught content from all the sessions so far know how to create a mind map. 	Learners: <ul style="list-style-type: none"> Revise by completing quiz questions and creating own mock exam questions. Tutor: <ul style="list-style-type: none"> Facilitate the activity and give constructive advice. Ask tailored questions throughout the activity to check that learning has taken place. 	IE2 TW1–6	SL1 R1 W1
11	Assessment Task 1	Learners will: <ul style="list-style-type: none"> research careers in the hair and beauty sector collate information on research material in readiness for the next session. 	Learners: <ul style="list-style-type: none"> Take part in the assessment activity. Tutor: <ul style="list-style-type: none"> Facilitate the assessment activity. 	RL5 IE4	SL1 R1 W1 ICT M
12	Assessment Task 1	Learners will: <ul style="list-style-type: none"> create a mind map, table, chart or annotated pictorial representation of the career opportunities in the hair and beauty sector. 	Learners: <ul style="list-style-type: none"> Take part in the assessment activity. Tutor: <ul style="list-style-type: none"> Facilitate the assessment activity. 	IE2 TW1–6	SL1 R1 W1
13	Assessment Task 2	Learners will: <ul style="list-style-type: none"> complete a self-assessment review, containing judgements of their suitability to work in the hair and beauty sector, and retain documentary evidence of this. 	Learners: <ul style="list-style-type: none"> Take part in the assessment activity. Tutor: <ul style="list-style-type: none"> Facilitate the assessment activity. 	RL5 IE4	SL1 R1 W1 ICT M

Week	Learning aims	Learning outcomes	Activities, assignments, assessments, resources	PLTS	FS
14	Assessment Task 2	Learners will: <ul style="list-style-type: none"> take part in an appraisal and discuss their own judgements and those of the tutor on career opportunities and suitability of jobs in the hair and beauty sector. 	Learners: <ul style="list-style-type: none"> Take part in the assessment activity. Tutors: <ul style="list-style-type: none"> Facilitate the assessment activity. 	IE2 TW1-6	SL1 R1 W1
15	Assessment Task 2	Learners will: <ul style="list-style-type: none"> take part in an appraisal and discuss their own judgements and those of the tutor on career opportunities and suitability of jobs in the hair and beauty sector. 	Learners: <ul style="list-style-type: none"> Take part in the assessment activity. Tutors: <ul style="list-style-type: none"> Facilitate the assessment activity. 	RL5 IE4	SL1 R1 W1 ICT M