

# Scheme of Work

**Topic:** Creatively style and dress hair

**Course / Programme:** Level 3 Hairdressing

**Unit/Module/Course:** Level 3 NVQ Diploma in Hairdressing

**NOS Reference Code:** NOS Reference Unit 301 (CH8)

## How will Students Develop Personal, Social, Industry and Employability skills?

- Make significant contributions to discussions to help move forward
- Practice writing skills when taking notes
- Development of active listening skills
- Development of problem solving skills
- Self-study reading skills

## Health and Safety

Activities that involve hazardous chemicals and electrical equipment should be documented and measured against the standard college risk assessment policies. Please ensure that you date this section to show that it is current.

## How is Equality and Diversity Promoted in the Learning?

- Language used in class that is not specific gender orientated
- All learners to have access to books and IT equipment
- Different genders and races used in lesson examples and pictures

## Differentiation

Grouping – learners are put into Small, mixed-ability groups allowing lower achievers to take advantage of peer support. Higher achievers have the opportunity to organise and voice their thoughts for the benefit of the whole group.

Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
		What is the objective of the session? What do you want your students to be able to learn by the end of the lesson? This is what you intend to use to check learning against at the end of the lesson.	List all the tasks and activities you will be doing to help them meet their outcomes, practice their skills be stretched and challenged and develop independent skills of learning.  Resources: List the resources you plan to use in this lesson.	List all the tasks and activities your students will be doing to help them meet their outcomes, practice their skills be stretched and challenged and develop independent skills of learning.  Resources: List the resources you plan to use in this lesson.	How will you assess whether students have met the learning outcomes during and at the end of the lesson?	How will the lesson help to develop individual student's English and maths skills?

Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
1	<p>Total: 3 hours</p> <p>Tuition: 2 hours</p> <p>Self-Study: 1 hour</p>	<p><b>Aims</b></p> <p>Develop knowledge on factors which affect styling and dressing</p> <p>Recognise products, equipment and types of ornamentation</p> <p>Understand the how to give effective aftercare advice</p> <p><b>Objectives</b></p> <p>Identify the following factors and how they affect the styling and dressing process</p> <ul style="list-style-type: none"> <li>• hair characteristics</li> <li>• hair classification</li> <li>• desired look</li> <li>• the occasion for which the style is required</li> <li>• head and face shape</li> </ul> <p>Identify equipment and products used to creatively style and dress hair</p> <p>Determine conventional and non- conventional techniques</p> <p>Describe how to give the following aftercare advice recommendations:</p> <ul style="list-style-type: none"> <li>• how to maintain the look</li> <li>• time interval between services</li> <li>• present and future products and service</li> </ul>	<p>Introduction to unit requirements - Power point presentation.</p> <p>Question knowledge of key words</p> <p>Issuing tasks Facilitate learning Question and answer Learning discussion Issue products to learners (styling &amp; finishing products)</p> <p>Conventional and non-conventional techniques - card game</p> <p>Mix of classroom teaching and flipped learning tasks in learners study time.</p>	<p><b>Pre-lesson</b></p> <p>i-Ask – Factors styling and finishing products and ornamentation</p> <p>Write definitions -individual white boards</p> <p>Paired task - research, record and illustrate a factor. Present to group</p> <p>Read manufacturer’s instructions.</p> <p>Learning discussion</p> <p>i-Ask – Styling equipment - tablets</p> <p>Mix and match card game</p> <p>i-Ask – Checking the style and after care - Tablets</p> <p>Role play –client and stylist giving advice</p> <p>Learning discussion</p>	<ul style="list-style-type: none"> <li>• Students to be set i-Tests and assessments to be complete in their own time. This will be checked in the next lesson.</li> <li>• Identification of key words</li> <li>• Tutor led questioning</li> <li>• Learning discussion</li> <li>• Peer assessment</li> </ul> <p><b>In-class check</b></p> <p>i-Check – Factors styling and finishing products and ornamentation</p> <p>i-Check - Styling equipment</p> <p>i-Check - Checking the style and after care</p> <ul style="list-style-type: none"> <li>• Information given during group presentations and discussion.</li> <li>• Directed questioning</li> </ul> <p><b>Post-lesson</b></p> <p>i-Test: Factors styling and aftercare</p>	<p>Developing their reading skills using text books and online resources and understand technical and complex words</p>

Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
2	Total: 3 hours  Tuition: 2 hours  Self-Study: 1 hour	<p><b>Objectives</b></p> <p>Outline the effects of styling and humidity on the hair structure</p> <p>Identify the effects of incorrect use of heat on the hair and scalp</p> <p>Investigate the relevant legislations around styling and dressing hair</p>	<p>Question knowledge of key words</p> <p>Facilitate learning</p> <p>Issue topics to each group - Heat, humidity tension, backcombing</p> <p>Facilitate learning Question and answer Learning discussion</p> <p>Issue task - Legislation pro-forma</p> <p>Mix of classroom teaching and flipped learning tasks in learners study time.</p>	<p><b>Pre-lesson</b> i-Ask - Legislation</p> <p>Write definitions -individual white boards</p> <p>i-Ask - styling effects – Tablets</p> <p>Small groups of mixed ability – each group to research, record and illustrate information.– “text books”</p> <p>Group presentations to the class.</p> <p>List relevant legislations and employer and employee responsibilities on a chart</p> <p>Completing charts</p>	<p>Students to be set i-Tests and assessments to be complete in their own time. This will be checked in the next lesson.</p> <p>Tutor led questioning Learning discussion Peer assessment</p> <p><b>In class check</b> i-Check legislation i-Check styling effects</p> <ul style="list-style-type: none"> <li>Information given during group presentations and discussion.</li> <li>Directed questioning</li> </ul> <p><b>Post-lesson</b> i-Test: Styling effects and legislation.</p>	<p>Developing their reading skills using text books and online resources and understand technical and complex words</p>

Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
3	Total: 4 hours  Tuition: 3 hours  Self-Study: 1 hour	<p><b>Aim</b> To be able to carry out a different types of pin curls</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Identify the effects and methods of carrying out flat and barrel pin curls</li> <li>Prepare the work area</li> <li>Perform flat pin curls and barrel curls.</li> <li>Use appropriate tools, products and equipment</li> <li>Operate in a safe manner following health &amp; safety policies and legislations</li> </ul> <p>Mix of classroom teaching, practice and flipped learning tasks in learners study time.</p>	<p>Discuss types of pin curls PowerPoint – images</p> <p><b>Demonstration</b> One section of pin curls and one section of barrel curls</p> <p><b>Resources</b> Tuition head Tools and equipment Step by step hand-out Ornamentation box</p> <p>Observe Question and answer</p> <p>Feedback on performance / learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Preparation Involved when Creatively Styling and Dressing Hair i-Practice: Pin Curls i-Practice: Barrel Curls</p> <p>Observe Set up work areas with appropriate tools and equipment Carry out pin curls and barrel curls on a training head Apply styling and finishing products Work safely and hygienically</p> <p>Evaluate performance/ learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Preparation Involved when Creatively Styling and Dressing Hair (Assessment) i-Practice: Pin Curls (Assessment) i-Practice: Barrel Curls</p> <p>Questioning of prior learning Observation of practical skills. Informal assessment of peer interaction Directed questions, expanded upon to challenge the learner</p>	<p>Reading manufacturer's instructions. Writing an evaluation in the learner journal spelling, grammar and punctuation.</p>

Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
4	Total: 5 hours  Tuition: 3 hours  Self-Study: 2 hour	<p><b>Aim</b> To be able to carry out a Finger waving</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Identify the effects and methods of carrying out Wet and dry waving</li> <li>Prepare the work area</li> <li>Perform finger waves with pin curls.</li> <li>Perform dry waving with a heated wand</li> <li>Use appropriate tools, products and equipment</li> <li>Operate in a safe manner following health &amp; safety policies and legislations</li> </ul> <p>Mix of classroom, teaching, practice and flipped learning tasks in learners study time.</p>	<p>Discuss wet waving and dry waving PowerPoint – images</p> <p><b>Demonstration 1</b> one section of wet finger waving and pin curls.</p> <p><b>Demonstration 2</b> DVD</p> <p><b>Resources</b> Tuition head, Tools and equipment, Step by step hand-out Ornamentation box, Hair pads</p> <p>Facilitate learning Observe Question and answer</p> <p>Feedback on performance / learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Finger Waving with Pin curls i-Practice: Dry waving with a Heated Wand</p> <p>Observe Set up work areas with appropriate tools and equipment Carry out wet finger waving and dry waving on a training head Apply styling and finishing products Work safely and hygienically</p> <p>Evaluate performance/ learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Finger Waving with Pin Curls (Assessment) i-Practice: Dry waving with a Heated Wand</p> <p>Questioning of prior learning Observation of practical skills. Informal assessment of peer interaction Directed questions, expanded upon to challenge the learner</p>	<p>Reading manufacturer's instructions. Writing an evaluation in the learner journal spelling, grammar and punctuation.</p>

Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
5	Total: 5 hours  Tuition: 3 hours  Self-Study: 2 hour	<p><b>Aim</b> To be able to carry out a variety of braiding techniques</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Identify the effects and methods of carrying out different braiding techniques</li> <li>Prepare the work area</li> <li>Perform a three strand French braid</li> <li>Perform a fishtail plait</li> <li>Create a style combining a combination of braids</li> <li>Use appropriate tools, products and equipment</li> <li>Operate in a safe manner following health &amp; safety policies and legislations</li> </ul> <p>Mix of classroom teaching, practice and flipped learning tasks in learners study time.</p>	<p>Discuss types of braiding and effects PowerPoint – images</p> <p><b>Demonstration 1</b> Three strand French braid.</p> <p><b>Demonstration 2</b> Fishtail braid</p> <p><b>Resources</b> Tuition head, Tools and equipment Step by step hand-out Ornamentation box Hair weft</p> <p>Facilitate learning Observe Question and answer</p> <p>Feedback on performance / learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Three Strand French Braid i-Practice Fishtail Ponytail.I</p> <p>Set up work areas with appropriate tools and equipment Observe Carry out a three strand braid and fishtail braid on a training head Apply styling and finishing products Work safely and hygienically</p> <p><b>Extension Activity</b> Create and carryout a style combining different braiding techniques.</p> <p>Evaluate performance/ learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Three Strand French Braid (Assessment) i-Practice: Fishtail Ponytail (Assessment)</p> <p>Questioning of prior learning Observation of practical skills. Informal assessment of peer interaction Directed questions, expanded upon to challenge the learner</p>	<p>Reading manufacturer's instructions. Writing an evaluation in the learner journal spelling, grammar and punctuation.</p>

Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
6	Total: 5 hours  Tuition: 3 hours  Self-Study: 2 hour	<p><b>Aim</b> To be able to carry out a variety of twisting techniques</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Identify the effects and methods of carrying out different twisting techniques</li> <li>Prepare the work area</li> <li>Perform a single strand twist</li> <li>Perform scalp twists</li> <li>Perform a two strand twisted rope</li> <li>Create a style combining a combination of twists</li> <li>Use appropriate tools, products and equipment</li> <li>Operate in a safe manner following health &amp; safety policies and legislations</li> </ul> <p>Mix of classroom teaching and flipped learning tasks in learners study time.</p>	<p>Discuss types of twists and effects PowerPoint – images</p> <p><b>Demonstration 1</b> Single strand twist</p> <p><b>Demonstration 2</b> Scalp twists</p> <p><b>Demonstration 3</b> Two strand twisted rope twists</p> <p><b>Resources</b> Tuition head Tools and equipment, Step by step hand-out Ornamentation box Hair weft</p> <p>Observe Question and answer</p> <p>Feedback on performance / learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Single Strand Twist i-Practice: Scalp Twists i-Practice: Two Strand Twisted Rope</p> <p>Observe</p> <p>Set up work areas with appropriate tools and equipment Carry out a single strand twist, scalp twists and a two strand rope twist on a training head Apply styling and finishing products. Work safely and hygienically</p> <p><b>Extension Activity</b> Create and carry out a style combining twisting techniques.</p> <p>Evaluate performance/ learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Single Strand Twist (Assessment) i-Practice: Scalp Twists (Assessment) i-Practice: Two Strand Twisted Rope (Assessment)</p> <p>Questioning of prior learning Observation of practical skills. Informal assessment of peer interaction Directed questions, expanded upon to challenge the learner</p>	<p>Reading manufacturer's instructions. Writing an evaluation in the learner journal spelling, grammar and punctuation.</p>

Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
7	Total: 5 hours  Tuition: 3 hours  Self-Study: 2 hour	<p><b>Aim</b> To be able to carry out</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Identify the effects and methods of carrying out rolls</li> <li>Prepare the work area</li> <li>Perform a vertical roll</li> <li>Perform a horizontal roll</li> <li>Create a style combining techniques</li> <li>Use appropriate tools, products and equipment</li> <li>Use suitable ornamentation</li> <li>Operate in a safe manner following health &amp; safety policies and legislations</li> </ul> <p>Mix of classroom teaching and flipped learning tasks in learners study time.</p>	<p>Discuss types of rolls and their effects PowerPoint – images</p> <p><b>Demonstration 1</b> Vertical roll</p> <p><b>Demonstration 2</b> Horizontal Roll</p> <p><b>Resources</b> <b>DVD</b> Tuition head, Tools and equipment, Step by step hand-out Ornamentation box, Hair pads Hair weft</p> <p>Facilitate learning Observe Question and answer</p> <p>Feedback on performance / learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Vertical Rolls i-Practice: Horizontal Rolls</p> <p>Observe Set up work areas with appropriate tools and equipment Carry out a single strand twist, scalp twists and a two strand rope twist on a training head Apply styling and finishing products. Work safely and hygienically</p> <p><b>Extension Activity</b> Create and carry out a style combining techniques.</p> <p>Evaluate performance/ learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Vertical Rolls (Assessment) i-Practice: Horizontal Rolls (Assessment)</p> <p>Questioning of prior learning Observation of practical skills. Informal assessment of peer interaction Directed questions, expanded upon to challenge the learner</p>	<p>Reading manufacturer's instructions. Writing an evaluation in the learner journal spelling, grammar and punctuation.</p>



Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
8	Total: 4 hours  Tuition: 3 hours  Self-Study: 1 hour	<p><b>Aim</b> To be able to carry out weaving techniques and spiral curls</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Identify the effects and methods of carrying out weaving and spiral curling</li> <li>Prepare the work area</li> <li>Perform a Weave</li> <li>Perform spiral curls</li> <li>Create a style combining techniques</li> <li>Use appropriate tools, products and equipment</li> <li>Use suitable ornamentation</li> <li>Operate in a safe manner following health &amp; safety policies and legislations</li> </ul> <p>Mix of classroom teaching and flipped learning tasks in learners study time</p>	<p>Discuss types of rolls and their effects PowerPoint – images</p> <p><b>Demonstration 1</b> Weaving technique</p> <p><b>Demonstration 2</b> Spiral curling</p> <p><b>Resources</b> Tuition head, Tools and equipment, Step by step hand-out Ornamentation box Hair weft</p> <p>Facilitate learning Observe Question and answer</p> <p>Feedback on performance / learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Weaving i-Practice: Spiral Curls</p> <p>Observe</p> <p>Set up work areas with appropriate tools and equipment Carry out weaving technique on a training head. Practice spiral winding Apply styling and finishing products. Work safely and hygienically.</p> <p><b>Extension Activity</b> Create and carry out a style combining weaving and spiral curls.</p> <p>Evaluate performance/ learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Weaving (Assessment) i-Practice Spiral Curls (Assessment)</p> <p>Questioning of prior learning Observation of practical skills. Informal assessment of peer interaction Directed questions, expanded upon to challenge the learner</p>	<p>Reading manufacturer's instructions. Writing an evaluation in the learner journal spelling, grammar and punctuation.</p>

Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
9	Total: 4 hours  Tuition: 3 hours  Self-Study: 1 hour	<p><b>Aim</b> To be able to carry out a variety of curling techniques</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Identify the effects and methods of different curling techniques</li> <li>Prepare the work area</li> <li>Carry out Crimping</li> <li>Carry out curling using tongs and straightening irons</li> <li>Create a style combining techniques</li> <li>Use appropriate tools, products and equipment</li> <li>Use suitable ornamentation</li> <li>Operate in a safe manner following health &amp; safety policies and legislations</li> </ul> <p>Mix of classroom teaching and flipped learning tasks in learners study time</p>	<p>Discuss types of rolls and their effects PowerPoint – images</p> <p><b>Demonstration</b> Crimping, Curling with tongs and straighteners on different sections of the head.</p> <p><b>Resources</b> Tuition head, Tools and equipment, Ornamentation box Hair pads Hair weft</p> <p>Facilitate learning Observe Question and answer</p> <p>Feedback on performance / learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Crimping i-Practice: Tonging i-Practice: Curling Using Straighteners</p> <p>Observe</p> <p>Set up work areas with appropriate tools and equipment Carry out crimping, tonging and curling with straighteners on a training head. Apply styling and finishing products. Work safely and hygienically.</p> <p><b>Extension Activity</b> Create and carry out a style combining curling techniques</p> <p>Evaluate performance/ learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Crimping (Assessment) i-Practice: Tonging (Assessment) i-Practice: Curling Using Straighteners (Assessment)</p> <p>Questioning of prior learning Observation of practical skills. Informal assessment of peer interaction Directed questions, expanded upon to challenge the learner</p>	<p>Reading manufacturer's instructions. Writing an evaluation in the learner journal spelling, grammar and punctuation.</p>

Week	Learning Hours per session	Objectives	Tuition Activity and Resources	Self-Study Activity and Resources	Assessment	How will students develop their English and maths skills
10	Total: 4 hours  Tuition: 3 hours  Self-Study: 1 hour	<p><b>Aim</b> To be able to carry out a variety of non- conventional styling techniques</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Identify the effects and methods of non conventional styling techniques</li> <li>Prepare the work area</li> <li>Carry out styling with rags, straws, and chopsticks</li> <li>Carry out a rik rak styling technique</li> <li>Create a complete style combing non-conventional techniques and ornamentation</li> <li>Use appropriate tools, products and equipment</li> <li>Use suitable ornamentation</li> <li>Operate in a safe manner following health &amp; safety policies and legislations</li> </ul> <p>Mix of classroom teaching and flipped learning tasks in learners study time</p>	<p>Discuss and illustrate non-conventional techniques and there effects PowerPoint – images</p> <p><b>Demonstration 1</b> Styling with rags and straws</p> <p><b>Demonstration 2</b> Styling with chopsticks and Rik Rak styling.</p> <p><b>Resources</b> Tuition head, Tools and equipment Ornamentation box Hair pads Hair weft</p> <p>Facilitate learning Observe Question and answer</p> <p>Feedback on performance / learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Styling with rags i-Practice: Styling with straws i-Practice: Styling with chopsticks i Practice – Rik Rak Styling</p> <p>Observe</p> <p>Set up work areas with appropriate tools and equipment Carry out styling with rags, straw, chopsticks and a rik rack styling technique Apply styling and finishing products. Work safely and hygienically. Extension Activity Create and carry out a style non-conventional techniques.</p> <p>Evaluate performance/ learner journal.</p>	<p><b>Pre lesson</b> i-Practice: Styling with rags (Assessment) i-Practice: Styling with straws (Assessment) i-Practice: Styling with chopsticks (Assessment) i-Practice: Rik Rak Styling (Assessment)</p> <p>Questioning of prior learning Observation of practical skills. Informal assessment of peer interaction Directed questions, expanded upon to challenge the learner</p>	<p>Reading manufacturer's instructions. Writing an evaluation in the learner journal spelling, grammar and punctuation.</p>