

Scheme of Work

Faculty: Lifestyle	Faculty Area: Hair and Beauty
Programme Title and Level: City and guilds Entry 3 Award in an introduction to the hair and beauty sector	Course Code and Class Number: C021761
Course Leader: Louise Shelton	Tutor: Louise Shelton
Unit(s): Unit 112 - Create an image	

Week	Date	Topic	Assessment schedule
1		Introduce unit - Introduce criteria for unit 112 create a hair and beauty image Task A- Mood board Task B- Plan – knowledge questions Task C- Practical Mood board - Research, plan and design mood Nails, Hair, Make-up and Costume. <p style="text-align: center;">Festival theme</p>	
2		Task A - Create a hair and beauty image mood board	
3		Task A and Task B Create a hair and beauty image mood board and plan 1.Using chosen theme continue work on mood board and finish it 2.Start to produce Task B Develop a plan (knowledge questions)	
4		Practice make-up, hair and nails for chosen create an image theme	
5		Practice make-up, hair and nails for chosen create an image theme	
6		Formative assessment for create an image final photoshoot	Formative of make-up, hair and nails
7		Complete Task C practical observation for unit 112 Create a hair and beauty image	Summative assessment for unit (make-up, hair and nails)

		Complete Task B- Develop a plan and hand in for marking with Task A – Produce a mood board	
8		Complete Task C practical observation for unit 112 Create a hair and beauty image Complete Task B- Develop a plan and hand in for marking with Task A – Produce a mood board	Summative assessment for unit (make-up, hair and nails)
9		Catch up sessions on all units and portfolio sign off Complete all outstanding theory assignments Portfolio sign off	Complete all outstanding practical assessments

Week	Lesson Topic & Specification Reference	Learning intention/ Learning outcomes <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	Learning activities <i>(Outlining how they will differentiate, resources to be used, curriculum diversity, and how learners individual needs will be met.)</i>	Assessment strategies <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	Development of Progression and Employability Skills <i>(How will you support learners to develop their Progression and Employability skills including English, Maths, ICT skills and understanding of EDI).</i>
1	<p><u>Introduce unit 112.</u></p> <p>Lesson Aim:</p> <p>Understand unit requirements for unit 112 Create a hair and beauty image</p> <p>Lesson Objectives:</p> <p>1.Introduce criteria for unit 112 create a hair and beauty image</p> <p>Task A- Mood board</p> <p>Task B- Plan – knowledge questions</p> <p>Task C- Practical</p> <p>2.Research, plan and design mood board (Bring resources next week to create mood board)</p> <p>Discuss mood board requirements:</p>	<p><u>Discuss an overview of the unit 112 create an image</u></p> <p>Lesson Objectives:</p> <p>1.All learners will understand unit requirements and how to complete unit</p> <p>2.All learners will use ICT facilities to research and choose a theme then develop a plan for their mood board</p> <p>Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment</p> <p>Learners will have used handouts, small group discussions and listening skills to understand what is needed in their work area, trolley, tools and equipment for ease of use.</p> <p>Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed,</p>	<p>Brain showers – learners to discuss ideas in small groups then feedback.</p> <p>Small group discussions – between learners to share ideas.</p> <p>Learners to feedback ideas – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary</p> <p>Demonstrations – for the tutor to impart knowledge to learners, showing them the skills required to partake in the mood board development and practical</p> <p>Listening skills – learners to observe and take notes if necessary</p> <p>Handouts – these are to aid learners during their session, differentiated with coloured paper for those who may need it</p> <p>Writing notes/note taking – learners to take notes for their own revision where needed, learning support to</p>	<p>Formative assessments – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the learners.</p> <p>Open and Closed Questioning Techniques – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through worksheets.</p> <p>Socratic Questioning – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas.</p> <p>Chunking - breaking up reading material into manageable</p>	<p>Progression and employability skills</p> <p>These will be developed by using employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world.</p> <p>During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner’s employability skills.</p> <p>During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.</p> <p>English</p> <p>Speaking - make a range of contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during consultation.</p>

	<ul style="list-style-type: none"> • Nails • Hair • Make-up • <u>Costume</u> <p>Discuss preparation of work area. Show correct tools and equipment needed to include.</p> <p>communication – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use</p> <p>Give relevant support and developmental feedback as required by individual learners</p>	<p>sanitisation and hygiene in the working salon, including how to clean make-up brushes.</p> <p>Learners will have been introduced to contra-indications, they will understand what the word means, and also how we recognise them, specifically during a make-up treatment. This will be re-iterated in theory sessions.</p> <p>Stretch and challenge learner’s skills and abilities where required. This will include learners who are confident with the mood boards therefore they can move onto application of foundation, concealers and powders, highlighter and shading application in the make-up sequence to practise their look.</p>	<p>complete notes for learners if needed.</p> <p>Imparting knowledge to each other – small group discussions and peer feedback from the practical session</p> <p>Differentiated activities and resources used by ensuring there are additional activities in class for learners to complete if they have finished the planned work set. This can include further knowledge in to the subject area (006 skincare, 106 make up), Maths and English activities related to beauty therapy.</p> <p>Resources</p> <p>Whiteboard, Smart board, internet, computers, flip chart paper</p> <p>Teaching file, Register, handouts, stationary,</p> <p>Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,</p> <p>Library, Textbooks, Images</p> <p>Stylebooks, Step-by-step guides</p> <p>Tasks - Individual Tasks, Contingency tasks</p> <p>Assignment overview</p> <p>Grading criteria</p>	<p>Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage., to check comprehension: once students have read a passage they are asked to close their books and pretend they are teachers. They are to ask questions relating to what they have read.</p> <p>Traffic light system – learners choose how they feel about the subject at the beginning of the session, they choose red, amber or green, and then they repeat the process at the end of the session, so we can see what they have learnt throughout the session, and any areas they feel they need more practice on. This is also highlighted on their end of session evaluation in the learner journey book.</p>	<p>listening - communicate effectively using different methods of communication with peers, tutors and clients, following instructions, working co-operatively with others and following salon requirements.</p> <p>Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading manufacturer’s instructions, following salon requirements</p> <p>Writing - Making notes, target setting, planning and completing short tasks, completing consultation forms with clients</p> <p>Maths</p> <p>Time management - when completing tasks and working practically on treatment timings, using clocks to work out timings as well as mobile phones (12 hour and 24 hour clock)</p> <p>Measuring of products – being able to decant the correct amount of products needed using measurements accordingly, recording this on theory consultation sheets.</p> <p>ICT skills</p>
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			<p>Time resources</p> <p>Curriculum diversity will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to eliminate this.</p> <p>Using examples of diversity throughout the subject area where appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.</p>		<p>Learners will have the opportunity to use computers and smart boards throughout sessions for research purposes and to complete assignments and other work needed.</p> <p>Mobile phones may also be used in class when the tutor initiates it, for research purposes and taking photographs.</p> <p>EDI</p> <p>EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial sessions and blended learning. Subjects include religion, British values and disabilities.</p> <p>Within 006 skincare, EDI is also met when talking about different ethnic skin types and characteristics</p>
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)

Reflections on the session? (How effectively were learning outcomes met?)

2	<p>Recap last session</p> <p>Lesson Aim:</p> <p>Complete Task A Create a hair and beauty image mood board</p> <p>Lesson Objectives:</p>	<p>Recap last session</p> <p>Lesson Objectives:</p> <p>1.Working individually all learners will design and create mood board with chosen theme.</p> <p>Demonstrate how to prepare for make-up treatments, Learners will</p>	<p>Brain showers – learners to discuss ideas in small groups then feedback.</p> <p>Small group discussions – between learners to share ideas.</p> <p>Learners to feedback ideas – this is to the tutor after small groups discussions and brain showers,</p>	<p>Formative assessments – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide</p>	<p>Progression and employability skills</p> <p>These will be developed by using employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world.</p>
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<p>1.Using chosen theme Develop and create mood board using variety of resources</p> <p>Health, safety and hygiene in the salon</p> <p>Sterilising and sanitising</p> <p>Set up of work area and tools and equipment needed.</p> <p>Contra-indications to make-up treatments</p> <p>Mood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader.</p> <p>Impart knowledge:</p> <p>communication – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use.</p> <p>Give relevant support and developmental feedback as required by individual learners</p>	<p>have discussed and understood how to set up for a make-up treatment</p> <p>Learners will have used handouts, small group discussions and listening skills to understand what is needed in their work area, trolley, tools and equipment for ease of use.</p> <p>Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed, sanitisation and hygiene in the working salon, including how to clean make-up brushes.</p> <p>Learners will have been introduced to contra-indications, they will understand what the word means, and also how we recognise them, specifically during a make-up treatment. This will be re-iterated in theory sessions.</p> <p>Stretch and challenge learner’s skills and abilities where required. This will include learners who are confident with the mood boards therefore they can move onto application of foundation, concealers and powders, highlighter and shading application in the make-up sequence to practise their look.</p>	<p>allowing the tutor to impart knowledge where necessary</p> <p>Demonstrations – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical</p> <p>Listening skills – learners to observe and take notes if necessary</p> <p>Handouts – these are to aid learners during their session, differentiated with coloured paper for those who may need it</p> <p>Writing notes/note taking – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed.</p> <p>Imparting knowledge to each other – small group discussions and peer feedback from the practical session</p> <p>Differentiated activities and resources used by ensuring there are additional activities in class for learners to complete if they have finished the planned work set. This can include further knowledge in to the subject area (006 skincare), Maths and English activities related to beauty therapy.</p> <p>Resources</p>	<p>constructive feedback for the learners.</p> <p>Open and Closed Questioning Techniques – to enable the tutor to test the learner’s knowledge throughout the session, this can be done verbally or through worksheets.</p> <p>Socratic Questioning – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas.</p> <p>Chunking - breaking up reading material into manageable Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage., to check comprehension: once students have read a passage they are asked to close their books and pretend they are teachers. They are to ask questions relating to what they have read.</p>	<p>During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner’s employability skills.</p> <p>During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.</p> <p>English</p> <p>Speaking - make a range of contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during consultation.</p> <p>listening - communicate effectively using different methods of communication with peers, tutors and clients, following instructions, working co-operatively with others and following salon requirements.</p> <p>Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading manufacturer’s instructions, following salon requirements</p> <p>Writing - Making notes, target setting, planning and completing</p>
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)

Reflections on the session? (How effectively were learning outcomes met?)

<p>3</p>	<p><u>Recap last session</u></p> <p><u>Lesson Aim:</u></p> <p>Complete Task A and Task B Create a hair and beauty image mood board and plan</p> <p><u>Lesson Objectives:</u></p> <p>1.Using chosen theme continue work on mood board and finish it</p> <p>2.Start to produce Task B Develop a plan (knowledge questions)</p> <p>Health, safety and hygiene in the salon</p> <p>Sterilising and sanitising</p> <p>Set up of work area and tools and equipment needed.</p>	<p><u>Recap last session</u></p> <p><u>Lesson Objectives:</u></p> <p>1.All learners will continue and complete mood board</p> <p>2.Some learners will start Task B create a plan knowledge style assignment questions.</p> <p>Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment</p> <p>Learners will have used handouts, small group discussions and listening skills to understand what is needed in their work area, trolley, tools and equipment for ease of use.</p>	<p><u>Brain showers</u> – learners to discuss ideas in small groups then feedback.</p> <p><u>Small group discussions</u> – between learners to share ideas.</p> <p><u>Learners to feedback ideas</u> – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary</p> <p><u>Demonstrations</u> – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical</p> <p><u>Listening skills</u> – learners to observe and take notes if necessary</p> <p><u>Handouts</u> – these are to aid learners during their session, differentiated with coloured paper for those who may need it</p> <p><u>Writing notes/note taking</u> – learners to take notes for their own revision where needed, learning support to</p>	<p><u>Formative assessments</u> – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the learners.</p> <p><u>Open and Closed Questioning Techniques</u> – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through worksheets.</p> <p><u>Socratic Questioning</u> – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas.</p>	<p><u>Progression and employability skills</u></p> <p>These will be developed by using employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world.</p> <p>During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner’s employability skills.</p> <p>During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.</p> <p><u>English</u></p> <p><u>Speaking</u> - make a range of contributions to discussions and make effective presentations in a</p>
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<p>Contra-indications to make-up treatments</p> <p>Mood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader.</p> <p><u>Impart knowledge:</u></p> <p><u>communication</u> – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use.</p> <p>Give relevant support and developmental feedback as required by individual learners</p>	<p>Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed, sanitisation and hygiene in the working salon, including how to clean make-up brushes.</p> <p>Learners will have been introduced to contra-indications, they will understand what the word means, and also how we recognise them, specifically during a make-up treatment. This will be re-iterated in theory sessions.</p> <p>Stretch and challenge learner’s skills and abilities where required. This will include learners who are confident with the mood boards therefore they can move onto application of foundation, concealers and powders, highlighter and shading application in the make-up sequence to practise their look.</p>	<p>complete notes for learners if needed.</p> <p><u>Imparting knowledge to each other</u> – small group discussions and peer feedback from the practical session</p> <p><u>Differentiated</u> activities and resources used by ensuring there are additional activities in class for learners to complete if they have finished the planned work set. This can include further knowledge in to the subject area (006 skincare), Maths and English activities related to beauty therapy.</p> <p><u>Resources</u></p> <p>Whiteboard, Smart board, internet, computers, flip chart paper</p> <p>Teaching file, Register, handouts, stationary,</p> <p>Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,</p> <p>Library, Textbooks, Images</p> <p>Stylebooks, Step-by-step guides</p> <p>Tasks - Individual Tasks, Contingency tasks</p> <p>Assignment overview</p> <p>Grading criteria</p>	<p><u>Chunking</u> - breaking up reading material into manageable Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage., to check comprehension: once students have read a passage they are asked to close their books and pretend they are teachers. They are to ask questions relating to what they have read.</p> <p><u>Traffic light system</u> – learners choose how they feel about the subject at the beginning of the session, they choose red, amber or green, and then they repeat the process at the end of the session, so we can see what they have learnt throughout the session, and any areas they feel they need more practice on. This is also highlighted on their end of session evaluation in the <u>learner journey book</u>.</p>	<p>wide range of contexts, speaking to clients during consultation.</p> <p><u>listening</u> - communicate effectively using different methods of communication with peers, tutors and clients, following instructions, working co-operatively with others and following salon requirements.</p> <p><u>Reading</u> - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading manufacturer’s instructions, following salon requirements</p> <p><u>Writing</u> - Making notes, target setting, planning and completing short tasks, completing consultation forms with clients</p> <p><u>Maths</u></p> <p><u>Time management</u> - when completing tasks and working practically on treatment timings, using clocks to work out timings as well as mobile phones (12 hour and 24 hour clock)</p> <p><u>Measuring of products</u> – being able to decant the correct amount of products needed using measurements accordingly,</p>
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			<p>Time resources</p> <p>Curriculum diversity will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to eliminate this.</p> <p>Using examples of diversity throughout the subject area where appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.</p>		<p>recording this on theory consultation sheets.</p> <p>ICT skills</p> <p>Learners will have the opportunity to use computers and smart boards throughout sessions for research purposes and to complete assignments and other work needed.</p> <p>Mobile phones may also be used in class when the tutor initiates it, for research purposes and taking photographs.</p> <p>EDI</p> <p>EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial sessions and blended learning. Subjects include religion, British values and disabilities.</p> <p>Within 006 skincare, EDI is also met when talking about different ethnic skin types and characteristics</p>
<p>Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)</p>					
<p>Reflections on the session? (How effectively were learning outcomes met?)</p>					
4	<p>Recap last session</p> <p>Lesson Aim:</p>	<p>Recap last session</p> <p>Lesson Objectives:</p>	<p>Brain showers – learners to discuss ideas in small groups then feedback.</p>	<p>Formative assessments – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their</p>	<p>Progression and employability skills</p> <p>These will be developed by using employers to interact with the</p>

<p>Practice make-up, hair and nails for chosen create an image theme</p> <p>Lesson Objectives:</p> <p>1.Complete practical practice of make-up, hair and nails</p> <p>Health, safety and hygiene in the salon</p> <p>Sterilising and sanitising</p> <p>Set up of work area and tools and equipment needed.</p> <p>Contra-indications to make-up treatments</p> <p>Mood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader.</p> <p>Impart knowledge:</p> <p>communication – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use.</p>	<p>1.All learners will complete practical make-up application, hair techniques and nail paint in preparation for final mock assessments</p> <p>Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment</p> <p>Learners will have used handouts, small group discussions and listening skills to understand what is needed in their work area, trolley, tools and equipment for ease of use.</p> <p>Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed, sanitisation and hygiene in the working salon, including how to clean make-up brushes.</p> <p>Learners will have been introduced to contra-indications, they will understand what the word means, and also how we recognise them, specifically during a make-up treatment. This will be re-iterated in theory sessions.</p> <p>Stretch and challenge learner’s skills and abilities where required. This will include learners who are confident with the mood boards therefore they can move onto</p>	<p>Small group discussions – between learners to share ideas.</p> <p>Learners to feedback ideas – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary</p> <p>Demonstrations – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical</p> <p>Listening skills – learners to observe and take notes if necessary</p> <p>Handouts – these are to aid learners during their session, differentiated with coloured paper for those who may need it</p> <p>Writing notes/note taking – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed.</p> <p>Imparting knowledge to each other – small group discussions and peer feedback from the practical session</p> <p>Differentiated activities and resources used by ensuring there are additional activities in class for learners to complete if they have finished the planned work set. This can include further knowledge in to the subject area (006 skincare),</p>	<p>final assignment, tutors to observe these and provide constructive feedback for the learners.</p> <p>Open and Closed Questioning Techniques – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through worksheets.</p> <p>Socratic Questioning – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas.</p> <p>Chunking - breaking up reading material into manageable Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage., to check comprehension: once students have read a passage they are asked to close their books and pretend they are teachers. They are to ask</p>	<p>learners, organising work experience and workshops for them to understand what is required in the working world.</p> <p>During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner’s employability skills.</p> <p>During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.</p> <p>English</p> <p>Speaking - make a range of contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during consultation.</p> <p>listening - communicate effectively using different methods of communication with peers, tutors and clients, following instructions, working co-operatively with others and following salon requirements.</p> <p>Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading</p>
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	<p>Give relevant support and developmental feedback as required by individual learners</p>	<p>application of foundation, concealers and powders, highlighter and shading application in the make-up sequence to practise their look.</p>	<p>Maths and English activities related to beauty therapy.</p> <p>Resources</p> <p>Whiteboard, Smart board, internet, computers, flip chart paper</p> <p>Teaching file, Register, handouts, stationary,</p> <p>Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,</p> <p>Library, Textbooks, Images</p> <p>Stylebooks, Step-by-step guides</p> <p>Tasks - Individual Tasks, Contingency tasks</p> <p>Assignment overview</p> <p>Grading criteria</p> <p>Time resources</p> <p>Curriculum diversity will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to eliminate this.</p> <p>Using examples of diversity throughout the subject area where appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.</p>	<p>questions relating to what they have read.</p> <p>Traffic light system – learners choose how they feel about the subject at the beginning of the session, they choose red, amber or green, and then they repeat the process at the end of the session, so we can see what they have learnt throughout the session, and any areas they feel they need more practice on. This is also highlighted on their end of session evaluation in the learner journey book.</p>	<p>manufacturer’s instructions, following salon requirements</p> <p>Writing - Making notes, target setting, planning and completing short tasks, completing consultation forms with clients</p> <p>Maths</p> <p>Time management - when completing tasks and working practically on treatment timings, using clocks to work out timings as well as mobile phones (12 hour and 24 hour clock)</p> <p>Measuring of products – being able to decant the correct amount of products needed using measurements accordingly, recording this on theory consultation sheets.</p> <p>ICT skills</p> <p>Learners will have the opportunity to use computers and smart boards throughout sessions for research purposes and to complete assignments and other work needed.</p> <p>Mobile phones may also be used in class when the tutor initiates it, for research purposes and taking photographs.</p>
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					<p>EDI</p> <p>EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial sessions and blended learning. Subjects include religion, British values and disabilities.</p> <p>Within 006 skincare, EDI is also met when talking about different ethnic skin types and characteristics</p>
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)

Reflections on the session? (How effectively were learning outcomes met?)

5	<p>Recap last session</p> <p>Lesson Aim:</p> <p>Practice make-up, hair and nails for chosen create an image theme</p> <p>Lesson Objectives:</p> <p>1.Complete practical practice of make-up, hair and nails</p> <p>Health, safety and hygiene in the salon</p> <p>Sterilising and sanitising</p>	<p>Recap last session</p> <p>Lesson Objectives:</p> <p>1.All learners will complete practical make-up application, hair techniques and nail paint in preparation for final mock assessments</p> <p>Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment</p> <p>Learners will have used handouts, small group discussions and listening skills to understand what is needed in their work area, trolley, tools and equipment for ease of use.</p>	<p>Brain showers – learners to discuss ideas in small groups then feedback.</p> <p>Small group discussions – between learners to share ideas.</p> <p>Learners to feedback ideas – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary</p> <p>Demonstrations – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical</p> <p>Listening skills – learners to observe and take notes if necessary</p> <p>Handouts – these are to aid learners during their session, differentiated</p>	<p>Formative assessments – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the learners.</p> <p>Open and Closed Questioning Techniques – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through worksheets.</p> <p>Socratic Questioning – used as a form of inquiry and discussion between learners, tutor to ask</p>	<p>Progression and employability skills</p> <p>These will be developed by using employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world.</p> <p>During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner’s employability skills.</p> <p>During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.</p>
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<p>Set up of work area and tools and equipment needed.</p> <p>Contra-indications to make-up treatments</p> <p>Mood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader.</p> <p><u>Impart knowledge:</u></p> <p><u>communication</u> – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use.</p> <p>Give relevant support and developmental feedback as required by individual learners</p>	<p>Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed, sanitisation and hygiene in the working salon, including how to clean make-up brushes.</p> <p>Learners will have been introduced to contra-indications, they will understand what the word means, and also how we recognise them, specifically during a make-up treatment. This will be re-iterated in theory sessions.</p> <p>Stretch and challenge learner’s skills and abilities where required. This will include learners who are confident with the mood boards therefore they can move onto application of foundation, concealers and powders, highlighter and shading application in the make-up sequence to practise their look.</p>	<p>with coloured paper for those who may need it</p> <p><u>Writing notes/note taking</u> – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed.</p> <p><u>Imparting knowledge to each other</u> – small group discussions and peer feedback from the practical session</p> <p><u>Differentiated</u> activities and resources used by ensuring there are additional activities in class for learners to complete if they have finished the planned work set. This can include further knowledge in to the subject area (006 skincare), Maths and English activities related to beauty therapy.</p> <p><u>Resources</u></p> <p>Whiteboard, Smart board, internet, computers, flip chart paper</p> <p>Teaching file, Register, handouts, stationary,</p> <p>Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,</p> <p>Library, Textbooks, Images</p> <p>Stylebooks, Step-by-step guides</p>	<p>and answering questions to stimulate critical thinking and to illuminate ideas.</p> <p><u>Chunking</u> - breaking up reading material into manageable Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage., to check comprehension: once students have read a passage they are asked to close their books and pretend they are teachers. They are to ask questions relating to what they have read.</p> <p><u>Traffic light system</u> – learners choose how they feel about the subject at the beginning of the session, they choose red, amber or green, and then they repeat the process at the end of the session, so we can see what they have learnt throughout the session, and any areas they feel they need more practice on. This is also highlighted on their end of session evaluation in the <u>learner journey book.</u></p>	<p><u>English</u></p> <p><u>Speaking</u> - make a range of contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during consultation.</p> <p><u>listening</u> - communicate effectively using different methods of communication with peers, tutors and clients, following instructions, working co-operatively with others and following salon requirements.</p> <p><u>Reading</u> - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading manufacturer’s instructions, following salon requirements</p> <p><u>Writing</u> - Making notes, target setting, planning and completing short tasks, completing consultation forms with clients</p> <p><u>Maths</u></p> <p><u>Time management</u> - when completing tasks and working practically on treatment timings, using clocks to work out timings as well as mobile phones (12 hour and 24 hour clock)</p>
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			<p>Tasks - Individual Tasks, Contingency tasks</p> <p>Assignment overview</p> <p>Grading criteria</p> <p>Time resources</p> <p>Curriculum diversity will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to eliminate this.</p> <p>Using examples of diversity throughout the subject area where appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.</p>		<p>Measuring of products – being able to decant the correct amount of products needed using measurements accordingly, recording this on theory consultation sheets.</p> <p>ICT skills</p> <p>Learners will have the opportunity to use computers and smart boards throughout sessions for research purposes and to complete assignments and other work needed.</p> <p>Mobile phones may also be used in class when the tutor initiates it, for research purposes and taking photographs.</p> <p>EDI</p> <p>EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial sessions and blended learning. Subjects include religion, British values and disabilities.</p> <p>Within 006 skincare, EDI is also met when talking about different ethnic skin types and characteristics</p>
<p>Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)</p> <p>Reflections on the session? (How effectively were learning outcomes met?)</p>					

<p>6</p>	<p>Recap last session</p> <p>Lesson Aim: Formative assessment for create an image final photoshoot</p> <p>Lesson Objectives: 1.Complete practical formative of make-up, hair and nails</p> <p>Health, safety and hygiene in the salon</p> <p>Sterilising and sanitising</p> <p>Set up of work area and tools and equipment needed.</p> <p>Contra-indications to make-up treatments</p> <p>Mood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader.</p> <p>Impart knowledge: communication – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use.</p>	<p>Recap last session</p> <p>Lesson Objectives: 1.All learners will complete practical make-up application, hair techniques and nail paint in preparation for final summative assessment Using photograph learners to evaluate own work in order to improve for final summative assessment showcase on week 29/30</p> <p>Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment</p> <p>Learners will have used handouts, small group discussions and listening skills to understand what is needed in their work area, trolley, tools and equipment for ease of use.</p> <p>Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed, sanitisation and hygiene in the working salon, including how to clean make-up brushes.</p> <p>Learners will have been introduced to contra-indications, they will understand what the word means, and also how we recognise them,</p>	<p>Brain showers – learners to discuss ideas in small groups then feedback.</p> <p>Small group discussions – between learners to share ideas.</p> <p>Learners to feedback ideas – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary</p> <p>Demonstrations – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical</p> <p>Listening skills – learners to observe and take notes if necessary</p> <p>Handouts – these are to aid learners during their session, differentiated with coloured paper for those who may need it</p> <p>Writing notes/note taking – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed.</p> <p>Imparting knowledge to each other – small group discussions and peer feedback from the practical session</p> <p>Differentiated activities and resources used by ensuring there are additional activities in class for learners to complete if they have</p>	<p>Formative assessments – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the learners.</p> <p>Open and Closed Questioning Techniques – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through worksheets.</p> <p>Socratic Questioning – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas.</p> <p>Chunking - breaking up reading material into manageable Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage., to check comprehension: once students</p>	<p>Progression and employability skills</p> <p>These will be developed by using employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world.</p> <p>During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner’s employability skills.</p> <p>During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.</p> <p>English</p> <p>Speaking - make a range of contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during consultation.</p> <p>listening - communicate effectively using different methods of communication with peers, tutors and clients, following instructions, working co-operatively with others and following salon requirements.</p> <p>Reading - compare, select, read and understand texts and use them to</p>
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	<p>Give relevant support and developmental feedback as required by individual learners</p>	<p>specifically during a make-up treatment. This will be re-iterated in theory sessions.</p> <p>Stretch and challenge learner's skills and abilities where required. This will include learners who are confident with the mood boards therefore they can move onto application of foundation, concealers and powders, highlighter and shading application in the make-up sequence to practise their look</p>	<p>finished the planned work set. This can include further knowledge in to the subject area (006 skincare), Maths and English activities related to beauty therapy.</p> <p>Resources</p> <p>Whiteboard, Smart board, internet, computers, flip chart paper</p> <p>Teaching file, Register, handouts, stationary,</p> <p>Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,</p> <p>Library, Textbooks, Images</p> <p>Stylebooks, Step-by-step guides</p> <p>Tasks - Individual Tasks, Contingency tasks</p> <p>Assignment overview</p> <p>Grading criteria</p> <p>Time resources</p> <p>Curriculum diversity will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to eliminate this. Using examples of diversity throughout the subject area where</p>	<p>have read a passage they are asked to close their books and pretend they are teachers. They are to ask questions relating to what they have read.</p> <p>Traffic light system – learners choose how they feel about the subject at the beginning of the session, they choose red, amber or green, and then they repeat the process at the end of the session, so we can see what they have learnt throughout the session, and any areas they feel they need more practice on. This is also highlighted on their end of session evaluation in the learner journey book.</p>	<p>gather information, ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading manufacturer's instructions, following salon requirements</p> <p>Writing - Making notes, target setting, planning and completing short tasks, completing consultation forms with clients</p> <p>Maths</p> <p>Time management - when completing tasks and working practically on treatment timings, using clocks to work out timings as well as mobile phones (12 hour and 24 hour clock)</p> <p>Measuring of products – being able to decant the correct amount of products needed using measurements accordingly, recording this on theory consultation sheets.</p> <p>ICT skills</p> <p>Learners will have the opportunity to use computers and smart boards throughout sessions for research purposes and to complete assignments and other work needed.</p> <p>Mobile phones may also be used in class when the tutor initiates it, for</p>
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			appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.		<p>research purposes and taking photographs.</p> <p>EDI</p> <p>EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial sessions and blended learning. Subjects include religion, British values and disabilities.</p> <p>Within 006 skincare, EDI is also met when talking about different ethnic skin types and characteristics</p>
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)

Reflections on the session? (How effectively were learning outcomes met?)

7	<p>Recap last session</p> <p>Lesson Aim:</p> <p>Complete Task C practical observation for unit 112 Create a hair and beauty image</p> <p>Lesson Objectives:</p> <p>1.Complete final summative assessment for unit</p> <p>2.Complete Task B- Develop a plan and hand in for</p>	<p>Recap last session</p> <p>Lesson Objectives:</p> <p>1.All learners will work on model or peer and create final summative photographic make-up and take photographs as evidence</p> <p>2.Some learners will complete Task A and Task B</p> <p>Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment</p> <p>Learners will have used handouts, small group discussions and</p>			
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	<p>marking with Task A – Produce a mood board</p> <p>Health, safety and hygiene in the salon</p> <p>Sterilising and sanitising</p> <p>Set up of work area and tools and equipment needed.</p> <p>Contra-indications to make-up treatments</p> <p>Mood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader.</p> <p><u>Impart knowledge:</u></p> <p><u>communication</u> – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use.</p> <p>Give relevant support and developmental feedback as required by individual learners</p>	<p>listening skills to understand what is needed in their work area, trolley, tools and equipment for ease of use.</p> <p>Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed, sanitisation and hygiene in the working salon, including how to clean make-up brushes.</p> <p>Learners will have been introduced to contra-indications, they will understand what the word means, and also how we recognise them, specifically during a make-up treatment. This will be re-iterated in theory sessions.</p> <p>Stretch and challenge learner’s skills and abilities where required. This will include learners who are confident with the mood boards therefore they can move onto application of foundation, concealers and powders, highlighter and shading application in the make-up sequence to practise their look</p>			
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)

Reflections on the session? (How effectively were learning outcomes met?)

<p>8</p>	<p><u>Recap last session</u></p> <p><u>Lesson Aim:</u> Complete Task C practical observation for unit 112 Create a hair and beauty image</p> <p><u>Lesson Objectives:</u> 1.Complete final summative assessment for unit 2.Complete Task B- Develop a plan and hand in for marking with Task A – Produce a mood board</p> <p>Health, safety and hygiene in the salon</p> <p>Sterilising and sanitising</p> <p>Set up of work area and tools and equipment needed.</p> <p>Contra-indications to make-up treatments</p> <p>Mood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader.</p> <p><u>Impart knowledge:</u></p> <p><u>communication</u> – speaking, listening, body language, what to say, how to say it,</p>	<p><u>Recap last session</u></p> <p><u>Lesson Objectives:</u> 1.All learners will work on model or peer and create final summative photographic make-up and take photographs as evidence 2.Some learners will complete Task A and Task B</p> <p>Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment</p> <p>Learners will have used handouts, small group discussions and listening skills to understand what is needed in their work area, trolley, tools and equipment for ease of use.</p> <p>Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed, sanitisation and hygiene in the working salon, including how to clean make-up brushes.</p> <p>Learners will have been introduced to contra-indications, they will understand what the word means, and also how we recognise them, specifically during a make-up treatment. This will be re-iterated in theory sessions.</p>			
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	<p>what range of make-up terminology you should use.</p> <p>Give relevant support and developmental feedback as required by individual learners</p>	<p>Stretch and challenge learner's skills and abilities where required. This will include learners who are confident with the mood boards therefore they can move onto application of foundation, concealers and powders, highlighter and shading application in the make-up sequence to practise their look</p>			
<p>Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)</p>					
<p>Reflections on the session? (How effectively were learning outcomes met?)</p>					
<p>9</p>	<p><u>Recap last session</u></p> <p>Lesson Aim: Catch up sessions on all units and portfolio sign off</p> <p>Lesson Objectives: 1.Complete all outstanding practical assessments 2.Compelte all outstanding theory assignments 3.Portfolio sign off</p> <p>Health, safety and hygiene in the salon</p> <p>Sterilising and sanitising</p>	<p><u>Recap last session</u></p> <p>Lesson Objectives: 1.All learners will complete all outstanding assessments for all practical units to include Manicure, Pedicure, Facial, Make-up, Nail Art, Face painting 2.All learners will complete all outstanding assessments for all theory units to include assignments 3.All learners will check their portfolios for missing signatures and complete all relevant paper work in order to be signed off</p> <p>Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment</p>			

	<p>Set up of work area and tools and equipment needed.</p> <p>Contra-indications to make-up treatments</p> <p>Mood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader.</p> <p><u>Impart knowledge:</u></p> <p><u>communication</u> – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use.</p> <p>Give relevant support and developmental feedback as required by individual learners</p>	<p>Learners will have used handouts, small group discussions and listening skills to understand what is needed in their work area, trolley, tools and equipment for ease of use.</p> <p>Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed, sanitisation and hygiene in the working salon, including how to clean make-up brushes.</p> <p>Learners will have been introduced to contra-indications, they will understand what the word means, and also how we recognise them, specifically during a make-up treatment. This will be re-iterated in theory sessions.</p> <p>Stretch and challenge learner’s skills and abilities where required. This will include learners who are confident with the mood boards therefore they can move onto application of foundation, concealers and powders, highlighter and shading application in the make-up sequence to practise their look</p>			
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)


Reflections on the session? (How effectively were learning outcomes met?)

Scheme of Work

Faculty: Lifestyle	Faculty Area: Hair and beauty
Programme Title and Level: Entry 3 award in an introduction to the hair and beauty sector	Course Code and Class Number:
Course Leader: Louise Shelton	Tutor: Louise Shelton
Unit(s): 001 Introduction to the hair and beauty sector	Day: Wednesday
Hours per week: 1.5hours	FAM Signature and Date:

Week	Date	Topic	Assessment schedule	Homework
1		Introduce unit 001 Discuss occupational roles and responsibilities, technical and personal qualities needed for these roles.	Task C - Performa	
2		Recap last week Discuss treatments offered in the hair and beauty industry.	Task B – Produce a list	
3		Recap last week	Task A – Produce a fact sheet	

		<p>Research treatments available for hair and beauty.</p> <p>Discuss different types of salons for hair and beauty including the types of clientele they may attract and why.</p>		
4		<p>Recap last week</p> <p>Assignment workshop</p>	<p>Complete tasks.</p> <p>Hand in Task A, Task B and Task C</p>	
5		<p>Recap last week</p> <p>Assignment workshop</p>	<p>Complete tasks.</p> <p>Hand in Task A, Task B and Task C</p>	

Week	Lesson Topic & Specification Reference	Learning intention/ Learning outcomes <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	Learning activities <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	Assessment strategies <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	Development of Progression and Employability Skills <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
1	 <p><u>Starting point; where could a qualification in hair and beauty studies take you?</u></p> <p><u>Introduce unit 001-Introduction to the Hairdressing and Beauty sector.</u> Display the unit on the smart board explaining the <u>unit outcomes.</u></p>	<p><u>Discuss an overview of the unit 001 – introduction to the hair and beauty sector</u></p> <p><u>Interleaved practice:</u> Occupational roles in hair and beauty sector, the responsibilities of people who undertake these roles in the industry.</p> <p>Demonstrate and initiate discussions on what is involved in this unit: <u>Learners will have discussed and understood the outcomes required for the final assignment task.</u></p> <p>Learners will have used handouts, small group discussions and listening skills to understand what tasks they need to complete.</p> <p>Learners will have discussed and taken notes where necessary about <u>occupational roles</u> in the hair and beauty</p>	<p><u>Retrieval practice</u> – learners to discuss ideas in small groups then feedback last weeks session: 5 mins</p> <p><u>Small group discussions</u> – between learners to share ideas.</p> <p><u>Learners elaboration (feedback) on ideas</u> – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary</p> <p><u>Demonstrations</u> – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical</p> <p><u>Listening skills</u> – learners to observe and take notes if necessary</p> <p><u>Handouts</u> – these are to aid learners during their session,</p>	<p><u>Formative assessments</u> – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the learners.</p> <p><u>Open and Closed Questioning Techniques</u> – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through worksheets.</p> <p><u>Socratic Questioning</u> – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas.</p>	<p><u>Progression and employability skills</u></p> <p>These will be developed by using employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world.</p> <p>During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner's employability skills.</p> <p>During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.</p> <p><u>English</u></p> <p><u>Speaking</u> - make a range of contributions to discussions and</p>

<p>Encourage the learners to look at their log books and course handbooks.</p> <p>Impart knowledge Identify occupational roles in the hair and beauty sector Discuss the different job titles, roles and outline of responsibilities for the different roles within the hair and beauty industry.</p> <p>Occupational roles</p> <p>Salon junior, hair stylist, barber, beauty therapist, make-up artist, nail technician, salon manager, receptionist,</p> <p>salon owner, colour technician, session stylist, product technician, manufacturers sales rep, spa therapist, beauty consultant, trainer, assessor, tutor</p> <p>Impart knowledge:</p> <p>Discuss and initiate the start of the assignment brief for unit 001.</p>	<p>sector, the working patterns in the hair and beauty sector, the main career opportunities available in the hair and beauty sector and related industries examples of sources of information on training and career opportunities.</p> <p>Learners will research and complete small group and individual tasks that the tutor has set to reinforce this.</p> <p>Learners will have researched in to occupational roles within the hair and beauty industry and making notes during discussion.</p> <p>Learners will have understood the difference between hair and beauty roles in the sector, and also what types of qualities needed, this includes the learners completing tasks in small groups and discussing the points.</p> <p>Learners will have been encouraged to explain what their thoughts and personal experiences are, and also what is expected of you in that</p>	<p>differentiated with coloured paper for those who may need it</p> <p>Writing notes/note taking – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed.</p> <p>Imparting knowledge to each other – small group discussions and peer feedback from the practical session</p> <p>Differentiated activities and resources used by ensuring there are additional activities in class for learners to complete if they have finished the planned work set. This can include further knowledge in to the subject area, Maths and English activities related to beauty therapy.</p> <p>Resources: Dual coding</p> <p>Whiteboard, Smart board, internet, computers, flip chart paper</p> <p>Teaching file, Register, handouts, stationary,</p> <p>Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,</p>	<p>Chunking - breaking up reading material into manageable Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage., to check comprehension: once students have read a passage they are asked to close their books and pretend they are teachers. They are to ask questions relating to what they have read.</p> <p>Traffic light system – learners choose how they feel about the subject at the beginning of the session, they choose red, amber or green, and then they repeat the process at the end of the session, so we can see what they have learnt throughout the session, and any areas they feel they need more practice on. This is also highlighted on their end of session evaluation in the learner journey book.</p> <p>Intent: learners to be prepared for the workplace and have an understanding of</p>	<p>make effective presentations in a wide range of contexts, speaking to clients during consultation.</p> <p>listening - communicate effectively using different methods of communication with peers, tutors and clients, following instructions, working co-operatively with others and following salon requirements.</p> <p>Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading manufacturer’s instructions, following salon requirements</p> <p>Writing - Making notes, target setting, planning and completing short tasks, completing consultation forms with clients. students to use ‘persuasive language’, ‘sentence structures’ and ‘punctuation’</p> <p>Maths</p>
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Assignments will be graded if these are expanded on.
Task C = Worksheet occupational roles within the hair and beauty industry



Discuss how religions and beliefs could impact career choices.

Explain the career patterns of progression for the different roles within the industry, issue Worksheets and tasks where appropriate.
 Hair/beauty/nails/make-up

Discuss and initiate tasks for the learners regarding **technical and personal skills and qualities** that may be needed for certain occupational roles:

particular job role e.g responsibilities.

Stretch and challenge

Learners skills and abilities where required. This will include learners who are confident with the tasks, moving on to the next stage of research, and completing Maths and English work related to the subject 101.



Set high expectations of learners to know the different career paths available to them through training and education, promote English and Maths as an important part of the industry requirements. Encourage students to set high but achievable career pathways

Library, Textbooks, Images

Stylebooks, Step-by-step guides

Tasks - Individual Tasks, Contingency tasks

Assignment overview

Grading criteria

Time resources

Resource: City and guilds text book: entry 3/ Level 1 VRQ in Hairdressing and beauty therapy Pages: 2-6

Curriculum diversity will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to eliminate this.

Using examples of diversity throughout the subject area where appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.

Strength activity:

Worksheets/ power point

the occupational roles within the hair and beauty sector.

Implementation: this is to be done within the formal setting of classroom based learning and informal group/ pair and 1-1 discussions.

Impact: learners will have a basic understanding of their rights and responsibilities as an employee making them an effective team member and prepare for employment.



Time management - when completing tasks and working practically on treatment timings, using clocks to work out timings as well as mobile phones (12 hour and 24 hour clock)

Measuring of products – being able to decant the correct amount of products needed using measurements accordingly, recording this on theory consultation sheets.




ICT skills

Learners will have the opportunity to use computers and smart boards throughout sessions for research purposes and to complete assignments and other work needed.

Mobile phones may also be used in class when the tutor initiates it, for research purposes and taking photographs.

EDI

EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial sessions and blended learning. Subjects

<p>Qualifications needed, experience needed, reliable, trustworthy, honest, hardworking, can work as part of a team, can work on own initiative, flexible, creative, good communicator, polite, friendly, helpful, good body language and tone.</p> <p>Task C: pro-forma</p>		<p>Learning styles: K/V/A</p> <p>Challenge activity:</p> <p>Round robin to discuss outcomes of completed pro-forma C</p> <p>Encourage confidence of students speaking in groups and give positive praise when accomplished.</p>	 <p>Students to proactively seek help where needed.</p>	<p>include religion, British values and disabilities.</p> <p>Within 101, EDI is also met when talking about different ethnic skin types and characteristics, types of clientele and job roles and responsibilities.</p> <p>Personal and social development:</p> <p>Develop students in preparation for the workplace and encourage independent thinking skills and professional standards.</p>
	<p>Study planning: In pairs, find out about the training pathways in your area. For each training pathway, investigate the types of hair and beauty related qualifications, including the different levels, and use the information to plan out a course of study for yourself depending on where you might like to work within the industries. Try to include as many qualifications as possible! Use ICT to present your training plan and explain the reasons for your choices.</p> <p>Functional skills links: English, ICT Personal learning and thinking skills; Creative thinker</p>			<p>Behaviours and attitudes:</p> <p>to learning are to be recorded on learner Eilp and in learner plans/ seating plans to be implemented to avoid disruption and opportunity to work with others.</p> <p>Collective community: students to work as a team and encouraged to pass on their knowledge to other students. This will encourage a good work</p>

		<p>Independent enquirer Team worker</p> <p>Flexible: ready and able to change when necessary</p> <p>Rota: a list showing when each person has to do a particular job</p>			<p>ethic and prepare for employment</p> <p>Implementation of British Values: show respect to all others and acknowledge that their opinion may differ from others. Any discussions are not to be made personal and comments MUST be challenged and dealt with at the time they are made.</p> <p>Learning styles: resources are to be developed and used within the delivery to acknowledge all learning styles.</p>
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)

Reflections on the session? (How effectively were learning outcomes met?)

Participation rate:
Teachers feedback:


Student feedback:

Thinking time:
Student comfort:

<p>2</p>	<div data-bbox="241 437 488 715" data-label="Image"> </div> <p data-bbox="241 730 488 794" style="color: green;">Have you had a treatment in a salon</p> <p data-bbox="210 836 472 863"><u>Interleaved practice:</u></p> <p data-bbox="210 895 472 954">Salon services for hair and beauty</p> <p data-bbox="210 959 472 986"><u>Impart knowledge:</u></p> <p data-bbox="210 1023 472 1198">Discuss and initiate the start of the assignment brief for unit 001. Assignments will be graded if these are expanded on.</p> <p data-bbox="210 1203 472 1294"><u>Task B</u> – Produce a list of services offered in the hair and beauty industry</p> <p data-bbox="210 1331 472 1385"><u>Assignment format:</u> Front Cover</p>	<p data-bbox="542 421 860 507"><u>Interleaved practice:</u> Salon services for hair and beauty</p> <p data-bbox="542 576 891 662"><u>Introduce assignment 001 – introduction to the hair and Beauty sector</u></p> <p data-bbox="542 699 909 794">Initiate discussion and learners to complete research task relating to the assignment.</p> <p data-bbox="542 863 909 1007">Learners will have completed the assignment workshop, working towards the summative assignment for 001 unit.</p> <p data-bbox="542 1043 869 1139">Learners will receive one to one support and guidance where necessary if needed.</p> <p data-bbox="542 1177 882 1294">Learners will research and complete small group and individual tasks that the tutor has set to reinforce this</p> <p data-bbox="542 1299 792 1390"><u>Assignment format:</u> Front Cover Contents page</p>	<p data-bbox="940 421 1330 555"><u>Retrieval practice</u> – learners to discuss ideas in small groups then feedback last weeks session: 5 mins</p> <p data-bbox="940 592 1330 651"><u>Small group discussions</u> – between learners to share ideas.</p> <p data-bbox="940 687 1330 890"><u>Student elaboration on ideas</u> – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary</p> <p data-bbox="940 927 1330 1061"><u>Demonstrations</u> – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical</p> <p data-bbox="940 1098 1330 1193"><u>Listening skills</u> – learners to observe and take notes if necessary</p> <p data-bbox="940 1230 1330 1364"><u>Handouts</u> – these are to aid learners during their session, differentiated with coloured paper for those who may need it</p>	<p data-bbox="1361 421 1711 762"><u>Formative assessments</u> – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the learners.</p> <p data-bbox="1361 799 1711 1038"><u>Open and Closed Questioning Techniques</u> – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through worksheets.</p> <p data-bbox="1361 1075 1711 1315"><u>Socratic Questioning</u> – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas.</p>	<p data-bbox="1742 421 2114 480">Progression and employability skills</p> <p data-bbox="1742 485 2114 667">These will be developed by using employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world.</p> <p data-bbox="1742 671 2114 847">During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner's employability skills.</p> <p data-bbox="1742 852 2114 1034">During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.</p> <p data-bbox="1742 1038 2114 1246">English Speaking - make a range of contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during consultation.</p> <p data-bbox="1742 1251 2114 1369">listening - communicate effectively using different methods of communication with peers, tutors and clients,</p>
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<p>Contents page Assignment content Bibliography/Referencing</p> <p>Ensure the learners remember how to gain pass merit and distinctions</p> <p>If work is expanded on a pass/ merit or distinction can be gained, if pro-formas are used only a pass can be achieved.</p>	<p>Assignment content Bibliography/Referencing</p>	<p>Writing notes/note taking – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed.</p> <p>Imparting knowledge to each other – small group discussions and peer feedback from the practical session</p> <p>Differentiated activities and resources used by ensuring there are additional activities in class for learners to complete if they have finished the planned work set. This can include further knowledge in to the subject area (106 make-up), Maths and English activities related to beauty therapy.</p> <p>Resources: Dual coding</p> <p>Whiteboard, Smart board, internet, computers, flip chart paper</p> <p>Teaching file, Register, handouts, stationary,</p> <p>Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,</p> <p>Library, Textbooks, Images</p>	<p>Chunking - breaking up reading material into manageable Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage, to check comprehension: once students have read a passage they are asked to close their books and pretend they are teachers. They are to ask questions relating to what they have read.</p> <p>Traffic light system – learners choose how they feel about the subject at the beginning of the session, they choose red, amber or green, and then they repeat the process at the end of the session, so we can see what they have learnt throughout the session, and any areas they feel they need more practice on. This is also highlighted on their end of session evaluation in the learner journey book.</p>	<p>following instructions, working co-operatively with others and following salon requirements. Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading manufacturer’s instructions, following salon requirements</p> <p>Writing - Making notes, target setting, planning and completing short tasks, completing consultation forms with clients students to use ‘persuasive language’, ‘sentence structures’ and ‘punctuation’</p> <p>Maths</p> <p>Time management - when completing tasks and working practically on treatment timings, using clocks to work out timings as well as mobile phones (12 hour and 24 hour clock)</p> <p>Measuring of products – being able to decant the correct amount of products needed using measurements accordingly, recording this on theory consultation sheets.</p> <p>ICT skills</p> <p>Learners will have the opportunity to use computers and smart boards throughout sessions for research purposes</p>
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			<p>Stylebooks, Step-by-step guides</p> <p>Tasks - Individual Tasks, Contingency tasks</p> <p>Assignment overview</p> <p>Grading criteria</p> <p>Time resources</p> <p>City and guilds text book: entry 3/ Level 1 VRQ in Hairdressing and beauty therapy Pages:</p> <p>Curriculum diversity will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to eliminate this. Using examples of diversity throughout the subject area where appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.</p> <p>Strength activity:</p> <p>Worksheets/ power point</p> <p>Learning styles: K/V/A</p> <p>Challenge activity:</p>	<p>Intent: learners to be prepared for the workplace and have an understanding of the occupational roles within the hair and beauty sector.</p> <p>Implementation: this is to be done within the formal setting of classroom based learning and informal group/ pair and 1-1 discussions.</p> <p>Impact: learners will have a basic understanding of their rights and responsibilities as an employee making them an effective team member and prepare for employment.</p>	<p>and to complete assignments and other work needed. Mobile phones may also be used in class when the tutor initiates it, for research purposes and taking photographs.</p> <p>EDI EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial sessions and blended learning. Subjects include religion, British values and disabilities. Within 101, EDI is also met when talking about different ethnic skin types and characteristics, types of clientele and job roles and responsibilities.</p> <p>Collective community: students to work as a team and encouraged to pass on their knowledge to other students. This will encourage a good work ethic and prepare for employment</p> <p>Implementation of British Values: show respect to all others and acknowledge that their opinion may differ from others. Any discussions are not to be made personal and comments MUST be challenged</p>
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			<p>Round robin to discuss outcomes</p> <p>Encourage confidence of students speaking in groups and give positive praise when accomplished.</p>	 <p>Students to proactively seek help where needed</p>	<p>and dealt with at the time they are made.</p> <p>Learning styles: resources are to be developed and used within the delivery to acknowledge all learning styles</p>
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)

Reflections on the session? (How effectively were learning outcomes met?)


Participation rate:


Teachers feedback:



Student feedback:

Thinking time:

Student comfort:

<p>3</p>	 <p><u>What experiences have you had with salons</u></p> <p>Recap last session:</p> <p>Training and development sources for the hair and beauty industries.</p> <p>Impart knowledge</p> <p>Outcome 2: discuss and initiate research in to the different types of hair and beauty salons and the types of clientele they may attract. Discuss with learners the use of pictures and the internet to help them with their work, as well as visiting salons and</p>	<p>Interleaved practice: Learners will have used handouts, small group discussions and listening skills to understand what tasks they need to complete.</p> <p>Learners will have discussed and taken notes where necessary about different types of hair and beauty salons in the hair and beauty sector, Learners will research and complete small group and individual tasks that the tutor has set to reinforce this.</p> <p>Learners research salons online to see how they work. The learners will look at:</p> <ul style="list-style-type: none"> • What the staff are wearing • The music they play • How big the salon is • The services they offer • The clients they have (their age, the styles and services they are having) • How the salon is decorated • What sort of furniture they have. 	<p>Retrieval practice – learners to discuss ideas in small groups then feedback last weeks session: 5 mins</p> <p>Small group discussions – between learners to share ideas.</p> <p>Learners elaboration on ideas – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary</p> <p>Demonstrations – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical</p> <p>Listening skills – learners to observe and take notes if necessary</p> <p>Handouts – these are to aid learners during their session, differentiated with coloured paper for those who may need it</p> <p>Writing notes/note taking – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed.</p>	<p>Formative assessments – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the learners.</p> <p>Open and Closed Questioning Techniques – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through worksheets.</p> <p>Socratic Questioning – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas.</p> <p>Chunking - breaking up reading material into manageable Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text.</p>	<p>Progression and employability skills</p> <p>These will be developed by using employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world. During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner’s employability skills. During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.</p> <p>English</p> <p>Speaking - make a range of contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during consultation. listening - communicate effectively using different methods of communication with peers, tutors and clients, following instructions, working co-operatively with others and following salon requirements.</p>
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<p>completing some market research type work to help them with their final assignment.</p> <p>Discuss the types of salons with learners and what attracts clients. Give examples.</p> <p>Impart knowledge:</p> <p>Discuss and initiate the start of the assignment brief for unit 001. Assignments will be graded if these are expanded on.</p> <p>Task A: a fact sheet on the different types of salons for hair and beauty in the local area.</p> <p>Words that may be used</p> <p>Conservative-cautious about change</p> <p>Subdued-subtle, not bright</p> <p>Up-market- the more expensive or luxury sector</p>	<ul style="list-style-type: none"> Whether they have a website <p>Learners will collect price lists.</p> <p>Learners will make notes about what they have seen. These will be useful for your fact sheets and reports that they will complete for their assessments.</p> <p>Learners will improve communication skills, professionalism and good behaviour.</p> <p>Some learners will improve life skills through excessing transport via the tram system.</p> <p>Some learners will improve maths skills through planning of tram timetables and timings in order to get back to college in a timely manner.</p> <p>Learners will outline the differences in salons in the 2 different areas.</p> <p>Learners will have been encouraged to explain what their thoughts and personal experiences are, and also what is expected of you in that</p>	<p>Imparting knowledge to each other – small group discussions and peer feedback from the practical session</p> <p>Differentiated activities and resources used by ensuring there are additional activities in class for learners to complete if they have finished the planned work set. This can include further knowledge in to the subject area (106 make-up), Maths and English activities related to beauty therapy.</p> <p>Resources: Dual coding</p> <p>Whiteboard, Smart board, internet, computers, flip chart paper</p> <p>Teaching file, Register, handouts, stationary,</p> <p>Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,</p> <p>Library, Textbooks, Images</p> <p>Stylebooks, Step-by-step guides</p> <p>Tasks - Individual Tasks, Contingency tasks</p>	<p>This process is repeated until students complete the passage, to check comprehension: once students have read a passage they are asked to close their books and pretend they are teachers. They are to ask questions relating to what they have read.</p> <p>Traffic light system – learners choose how they feel about the subject at the beginning of the session, they choose red, amber or green, and then they repeat the process at the end of the session, so we can see what they have learnt throughout the session, and any areas they feel they need more practice on. This is also highlighted on their end of session evaluation in the learner journey book.</p> 	<p>Reading - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading manufacturer's instructions, following salon requirements</p> <p>Writing - Making notes, target setting, planning and completing short tasks, completing consultation forms with clients</p> <p>students to use 'persuasive language', 'sentence structures' and 'punctuation'</p> <p>Maths</p> <p>Time management - when completing tasks and working practically on treatment timings, using clocks to work out timings as well as mobile phones (12 hour and 24 hour clock)</p> <p>Measuring of products – being able to decant the correct amount of products needed using measurements accordingly, recording this on theory consultation sheets.</p> <p>ICT skills</p> <p>Learners will have the opportunity to use computers and smart boards throughout sessions for research purposes and to complete assignments and other work needed. Mobile phones may also be used in class when the tutor</p>
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<p>Luxurious-expensive and high quality.</p> <p>Task D:</p>	<p>particular job role e.g different types of salons</p> <p>Stretch and challenge learners skills and abilities where required. This will include learners who are confident with the tasks, moving on to the next stage of research, and completing Maths and English work related to the subject 001</p> <p>Complete pro-forma A and B in class</p> <p>This will help learners to see what clients find important when deciding which salon to use</p>  <p>Talk to salon owners and business professionals, ask</p>	<p>Assignment overview</p> <p>Grading criteria</p> <p>Time resources</p> <p>City and guilds text book: entry 3/ Level 1 VRQ in Hairdressing and beauty therapy Pages:</p> <p>Curriculum diversity will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to eliminate this.</p> <p>Using examples of diversity throughout the subject area where appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.</p> <p>Strength activity:</p> <p>Worksheets/ power point</p> <p>Learning styles: K/V/A</p> <p>Challenge activity:</p> <p>Types of business and investigating businesses in your area.</p>	<p>Intent: learners to be prepared for the workplace and have an understanding of the occupational roles within the hair and beauty sector.</p> <p>Implementation: this is to be done within the formal setting of classroom based learning and informal group/ pair and 1-1 discussions.</p> <p>Impact: learners will have a basic understanding of their rights and responsibilities as an employee making them an effective team member and prepare for employment.</p> 	<p>initiates it, for research purposes and taking photographs.</p> <p>EDI EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial sessions and blended learning. Subjects include religion, British values and disabilities.</p> <p>Within 101, EDI is also met when talking about different ethnic skin types and characteristics, types of clientele and job roles and responsibilities.</p> <p>Collective community: students to work as a team and encouraged to pass on their knowledge to other students. This will encourage a good work ethic and prepare for employment</p> <p>Implementation of British Values: show respect to all others and acknowledge that their opinion may differ from others. Any discussions are not to be made personal and comments MUST be challenged and dealt with at the time they are made.</p> <p>Learning styles: resources are to be developed and used within</p>
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	<p>Over to you: Types of business ownership.</p>	<p>what some of the challenges are to owning your own business and how they have overcome these.</p> <p>Over to you: In small groups, find out about the different types of ownership of hair and beauty businesses and explain the positive and negative factors of each. Then investigate the hair and beauty businesses in your area and try to identify one business for each type of ownership.</p> <p>Functional skills links: English, ICT</p> <p>PLTS links: Independent enquirer Creative thinker Team work</p>	<ol style="list-style-type: none"> 1. Which of the six industries has the largest number of businesses? 2. Give 3 possible types of business ownership 3. Name 3 industries linked to the hair and beauty sector and explain how they are linked <p>Encourage confidence of students speaking in groups and give positive praise when accomplished.</p>	<p>Students to proactively seek help where needed</p>	<p>the delivery to acknowledge all learning styles</p>
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)

Reflections on the session? (How effectively were learning outcomes met?)

Participation rate:

Teachers feedback:

Student feedback:

Thinking time:

Student comfort:

		<p><u>Interleaved practice:</u> Different types of salons for hair and beauty, including the types of clientele they may attract Learners will have used handouts, small group discussions and listening skills to understand what tasks they need to complete. Learners will have discussed and taken notes where necessary about different services available in the hair and beauty sector, Learners will research and complete small group and individual tasks that the tutor has set to reinforce this. Learners will recognise the main hairdressing services offered by salons. Learners recognise the main beauty treatments offered by salons.</p>	<p><u>Retrieval practice</u> – learners to discuss ideas in small groups then feedback last weeks session: 5 mins</p> <p><u>Small group discussions</u> – between learners to share ideas.</p> <p><u>Student elaboration on ideas</u> – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary</p> <p><u>Demonstrations</u> – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical</p> <p><u>Listening skills</u> – learners to observe and take notes if necessary</p> <p><u>Handouts</u> – these are to aid learners during their session, differentiated with coloured paper for those who may need it</p> <p><u>Writing notes/note taking</u> – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed.</p>	<p><u>Formative assessments</u> – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the learners.</p> <p><u>Open and Closed Questioning Techniques</u> – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through worksheets.</p> <p><u>Socratic Questioning</u> – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas.</p> <p><u>Chunking</u> - breaking up reading material into manageable Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the</p>	<p>Progression and employability skills These will be developed by using employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world. During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner’s employability skills. During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions. English Speaking - make a range of contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during consultation. listening - communicate effectively using different methods of communication with peers, tutors and clients, following instructions, working co- operatively with others and following salon requirements. Reading - compare, select, read and understand texts and use them to gather information,</p>
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Look at supermarkets and wholesale to see if you can recognise any of the ingredients from the lists. Establish if this is healthy for hair??

Learners will have been encouraged to explain what their thoughts and personal experiences are, and also what is expected of you in that particular job role e.g salon services

Stretch and challenge learners skills and abilities where required. This will include learners who are confident with the tasks, moving on to the next stage of research, and completing Maths and English

Imparting knowledge to each other – small group discussions and peer feedback from the practical session

Differentiated activities and resources used by ensuring there are additional activities in class for learners to complete if they have finished the planned work set. This can include further knowledge in to the subject area (106 make-up), Maths and English activities related to beauty therapy.

Resources: Dual coding

Whiteboard, Smart board, internet, computers, flip chart paper

Teaching file, Register, handouts, stationary,

Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,

Library, Textbooks, Images

Stylebooks, Step-by-step guides

Tasks - Individual Tasks, Contingency tasks

passage, to check comprehension: once students have read a passage they are asked to close their books and pretend they are teachers. They are to ask questions relating to what they have read.

Traffic light system – learners choose how they feel about the subject at the beginning of the session, they choose **red**, **amber** or **green**, and then they repeat the process at the end of the session, so we can see what they have learnt throughout the session, and any areas they feel they need more practice on. This is also highlighted on their end of session evaluation in the **learner journey book**.



Intent: learners to be prepared for the workplace

ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading manufacturer's instructions, following salon requirements
Writing - Making notes, target setting, planning and completing short tasks, completing consultation forms with clients students to use 'persuasive language', 'sentence structures' and 'punctuation'


Maths

Time management - when completing tasks and working practically on treatment timings, using clocks to work out timings as well as mobile phones (12 hour and 24 hour clock)
Measuring of products – being able to decant the correct amount of products needed using measurements accordingly, recording this on theory consultation sheets.

ICT skills

Learners will have the opportunity to use computers and smart boards throughout sessions for research purposes and to complete assignments and other work needed. Mobile phones may also be used in class when the tutor initiates it, for research purposes and taking photographs.

EDI

		<p>work related to the subject 101</p> <p>The hair and beauty industries rely on a range of services to generate income, students must be aware of these services and be able to describe and outline them. This will enable them to discuss services with clients when working on reception or prior to performing services on live clients. And completing consultation sheets.</p> <p>Students to be aware of current and emerging trends to be able to expand services and also open up further career and progression pathways.</p> <p>Students to learn common ingredients in products and the implications to religions/ faiths and beliefs.</p> <p>Over to you: Ingredients investigation: Form the list of products investigate which contain</p>	<p>Assignment overview</p> <p>Grading criteria</p> <p>Time resources</p> <p>City and guilds text book: entry 3/ Level 1 VRQ in Hairdressing and beauty therapy Pages:</p> <p>Curriculum diversity will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to eliminate this.</p> <p>Using examples of diversity throughout the subject area where appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.</p> <p>Strength activity:</p> <p>Worksheets/ power point</p> <p>Learning styles: K/V/A</p> <p>Challenge activity:</p> <p>Using ICT skills to produce a chart or graph to document results of investigation</p> <p>Maths to process data</p>	<p>and have an understanding of the occupational roles within the hair and beauty sector.</p> <p>Implementation: this is to be done within the formal setting of classroom based learning and informal group/ pair and 1-1 discussions.</p> <p>Impact: learners will have a basic understanding of their rights and responsibilities as an employee making them an effective team member and prepare for employment.</p>  <p>Students to proactively seek help where needed</p>	<p>EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial sessions and blended learning. Subjects include religion, British values and disabilities. Within 101, EDI is also met when talking about different ethnic skin types and characteristics, types of clientele and job roles and responsibilities.</p> <p>Collective community: students to work as a team and encouraged to pass on their knowledge to other students. This will encourage a good work ethic and prepare for employment</p> <p>Implementation of British Values: show respect to all others and acknowledge that their opinion may differ from others. Any discussions are not to be made personal and comments MUST be challenged and dealt with at the time they are made.</p> <p>Learning styles: resources are to be developed and used within the delivery to acknowledge all learning styles</p> <p>Functional skills links:</p>
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		these ingredients. Display your results using a chart or graph.	Encourage confidence of students speaking in groups and give positive praise when accomplished.		English, maths, ICT PLTS: Independent enquirer Self-manager
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)

Reflections on the session? (How effectively were learning outcomes met?)


Participation rate:

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Student feedback:

Thinking time:

Student comfort:

<p>4 & 5</p>	 <p><u>Are you clear of the expectations and outcomes?</u></p> <p>Interleaved practice: Assignment work</p> <p>Initiate Assignment workshop</p> <p>Impart knowledge:</p> <p>Discuss and initiate the start of the assignment brief for unit 001. Assignments will be graded if these are expanded on.</p> <p>Task A: a fact sheet on the different types of salons for hair and beauty in the local area, include a report about why people may choose one rather than the other.</p> <p>Task B = a chart including</p>	<p>Interleaved practice: Assignment work</p> <p>Learners will have completed the assignment workshop, working towards the summative assignment for 101 unit</p> <p>Learners will receive one to one support and guidance where necessary if needed.</p> <p>Learners will research and complete small group and individual tasks that the tutor has set to reinforce this.</p> <p>Assignment format: Front Cover Contents page Assignment content Bibliography/Referencing</p>	<p>Retrieval practice – learners to discuss ideas in small groups then feedback last weeks session: 5 mins</p> <p>Small group discussions – between learners to share ideas.</p> <p>Student elaboration on ideas – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary</p> <p>Demonstrations – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical</p> <p>Listening skills – learners to observe and take notes if necessary</p> <p>Handouts – these are to aid learners during their session, differentiated with coloured paper for those who may need it</p> <p>Writing notes/note taking – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed.</p>	<p>Formative assessments – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the learners.</p> <p>Open and Closed Questioning Techniques – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through worksheets.</p> <p>Socratic Questioning – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas.</p> <p>Chunking - breaking up reading material into manageable Sections, before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the</p>	<p>Progression and employability skills</p> <p>These will be developed by using employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world. During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as possible. ~This will improve the learner’s employability skills. During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.</p> <p>English</p> <p>Speaking - make a range of contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during consultation.</p> <p>listening - communicate effectively using different methods of communication with peers, tutors and clients, following instructions, working co-</p> <p>operatively with others and following salon requirements. Reading - compare, select, read and understand texts and use them to gather information,</p>
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a brief description of services offered in the hair and beauty industry
Task C = A chart discussing career opportunities and occupational roles within the hair and beauty industry
Task D = a fact sheet discussing job roles and responsibilities, technical and personal skills that may be required and a typical working day pattern would work.

Assignment format:
 Front Cover
 Contents page
 Assignment content
 Bibliography/Referencing

Complete assignments and prepare for deadline date:



Meet the deadline as agreed at the start of this unit and ensure it will achieve the highest grade possible.

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EDI

			<p>Assignment overview</p> <p>Grading criteria</p> <p>Time resources</p> <p>City and guilds text book: entry 3/ Level 1 VRQ in Hairdressing and beauty therapy Pages:</p> <p>Curriculum diversity will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to eliminate this.</p> <p>Using examples of diversity throughout the subject area where appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.</p> <p>Strength activity:</p> <p>Worksheets/ power point</p> <p>Learning styles: K/V/A</p> <p>Challenge activity:</p> <p>Round robin to discuss outcomes</p> <p>Encourage confidence of students speaking in groups and</p>	<p>and have an understanding of the occupational roles within the hair and beauty sector.</p> <p>Implementation: this is to be done within the formal setting of classroom based learning and informal group/ pair and 1-1 discussions.</p> <p>Impact: learners will have a basic understanding of their rights and responsibilities as an employee making them an effective team member and prepare for employment.</p>  <p>Students to proactively seek help where needed</p>	<p>EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial sessions and blended learning. Subjects include religion, British values and disabilities. Within 101, EDI is also met when talking about different ethnic skin types and characteristics, types of clientele and job roles and responsibilities.</p> <p>Collective community: students to work as a team and encouraged to pass on their knowledge to other students. This will encourage a good work ethic and prepare for employment</p> <p>Implementation of British Values: show respect to all others and acknowledge that their opinion may differ from others. Any discussions are not to be made personal and comments MUST be challenged and dealt with at the time they are made.</p> <p>Learning styles: resources are to be developed and used within the delivery to acknowledge all learning styles</p>
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			give positive praise when accomplished.		
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Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)

Reflections on the session? (How effectively were learning outcomes met?)