Scheme of Work

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

Week	Date	Торіс	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.	
		Festival theme	
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 (What is it that you want learners to know or do by the end of the lesson?)	Learning activities (Outlining how they will differentiate, resources to be used, curriculum diversity, and how learners individual needs will be met.)	Assessment strategies (How will you and learners monitor learning and progress towards the lesson intentions/outcomes?	Development of Progression and Employability Skills (How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of ED).
1	Introduce unit 112. Lesson Aim:	Discuss an overview of the unit 112 create an image Lesson Objectives:	Brain showers – learners to discuss ideas in small groups then feedback. Small group discussions – between	Formative assessments – when learners have completed their input for this unit, they will undertake formative assessments	Progression and employability skills These will be developed by using
	Understand unit requirements for unit 112 Create a hair and beauty image	1.All learners will understand unit requirements and how to complete unit 2.All learners will use ICT facilities	learners to share ideas. <u>Learners to feedback ideas</u> – this is to the tutor after small groups discussions and brain showers,	undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the learners.	employers to interact with the learners, organising work experience and workshops for them to understand what is required in the working world.
	Lesson Objectives:1.Introduce criteria for unit 112 create a hair and beauty imageTask A- Mood boardTask A- Mood boardTask B- Plan – knowledge questionsTask C- Practical2.Research, plan and design mood board (Bring resources next week to create mood board)Discuss mood board	to research and choose a theme then develop a plan for their mood board Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment 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. Recap/reinforce health and safety	allowing the tutor to impart knowledge where necessary Demonstration s – for the tutor to impart knowledge to learners, showing them the skills required to partake in the mood board development and practical Listening skills – learners to observe and take notes if necessary Handout s – these are to aid learners during their session, differentiated with coloured paper for those who may need it Writing notes/note taking – learners to take notes for their own revision where needed learning support to	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. 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.	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
	Discuss mood board requirements:	Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed,	to take notes for their own revision where needed, learning support to	<u>Chunking</u> - breaking up reading material into manageable	wide range of contexts, speaking to clients during consultation.



 Nails Santitation and hyglene in the wriking salon, including how to clear make-up brushes. Make-up Costume Discuss preparation of work area. Show correct tools and equipment needed to include. Communication - speaking, listening, body language, what to say, how to say it, but to say, how to say it, but to say, how to say it, but there are of make-up terminology vo should use for the subject area (006 skincare, 106 make up) sequence to practice, which galpits and bandities where required. This will include learners who are configeter and shading application, how to say it, what to say, how to say it, buy to task, scompleter and shading application, it me make-up sequence to practice, which galpits and applicate and dividual learners. Give relevant support and developmental feedback as required by individual learners bits on please. Witeboard, Smart board, intermet, Stationary. Wideos, DVDs, small wipe boards, matching labels, magazines, paper and card,, Tarks - Individual Tasks. Stylebooks, Step-by-step guides Tasks - Individual Tasks. 	 Hair Nake-up Costume Costume Costume Costume Discuss preparation of work area. Show correct tools and equipment needed to include. Communication – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use Give relevant support and developmental feedback as required by individual learners Give relevant support and developmental feedback as required by individual Site their look. Piston S, Stephons, S					
Assignment overview consultation sheets.	recording this on theory	 Hair Make-up Costume Discuss preparation of work area. Show correct tools and equipment needed to include. <u>communication</u> – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use Give relevant support and developmental feedback as required by individual 	working salon, including how to clean make-up brushes. 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. 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	needed. 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 (006 skincare, 106 make up), Maths and English activities related to beauty therapy. Resources 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 Assignment overview	"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. 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	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, 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 Mathe 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.



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Opportu	nities to extend learning beyon	d the classroom? (E.g. research, home	Time resources 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. ework, work placement activities)		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 include religion, British values and disabilities. Within 006 skincare, EDI is also met when talking about different ethnic skin types and characteristics
Reflectio	ns on the session? (How effection	vely were learning outcomes met?)			
2	Recap last session	Recap last session	Brain showers – learners to discuss ideas in small groups then feedback.	Formative assessments – when learners have completed their	Progression and employability skills
	Lesson Aim:	Lesson Objectives:	Small group discussions – between	input for this unit, they will	These will be developed by using
	Complete Task A Create a hair and beauty image mood board	1.Working individually all learners will design and create mood board with chosen theme.	learners to share ideas.	undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide	employers to interact with the learners, organising work experience and workshops for them
	Lesson Objectives:	Demonstrate how to prepare for make-up treatments, Learners will	to the tutor after small groups discussions and brain showers,	observe these and provide	to understand what is required in the working world.





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Develop and create mood board using variety of resourceshow to treatment small g listening is need trolley ease of small g listening is needed.Health, safety and hygiene in the salonLearne small g listening is need trolley ease of needed.Contra-indications to make-up treatmentsRecap, proced notes sanitis workin clean in to com unders and moisturise, application of foundation, concealer, powder, highlighter and shader.Recap, proced notes sanitis workin clean in tearne to com unders and all specifit treatmentImpart knowledge: communication – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use.Stretch skills a This w confid therefor application in theeGive relevant support and developmental feedback as required by individual learnersStretch skills a therefor application	to set up for a make-up ment hers will have used handouts, group discussions and hing skills to understand what eded in their work area, ey, tools and equipment for of use. p/reinforce health and safety edures in the salon, taking s about sterilisation if needed, isation and hygiene in the ing salon, including how to make-up brushes. hers will have been introduced ntra-indications, they will rstand what the word means, also how we recognise them, fically during a make-up ment. This will be re-iterated eory sessions. ch and challenge learner's and abilities where required. will include learners who are dent with the mood boards efore they can move onto cation of foundation, ealers and powders, ighter and shading application	allowing the tutor to impart knowledge where necessary Demonstration s – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical Listening skills – learners to observe and take notes if necessary Handout s – these are to aid learners during their session, differentiated with coloured paper for those who may need it Writing notes/note taking – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed. 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 (006 skincare), Maths and English activities related to beauty therapy. Resources	constructive feedback for the learners. Open and Closed Ouestioning Techniques – to enable the tutor to test the learner's knowledge throughout the session, this can be done verbally or through worksheets. 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. 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.	 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, 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





	Whiteboard, Smart board, internet, computers, flip chart paper Teaching file, Register, handouts, stationary,	<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	short tasks, completing consultation forms with clients Maths
	Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,	the process at the end of the session, so we can see what they have learnt throughout the session, and any areas they feel	<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
	Library, Textbooks, Images	they need more practice on. This is also highlighted on their end of	24 hour clock)
	Stylebooks, Step-by-step guides	session evaluation in the <u>learner</u> journey book.	Measuring of products – being able to decant the correct amount of
	Tasks - Individual Tasks, Contingency tasks		products needed using measurements accordingly,
	Assignment overview		recording this on theory consultation sheets.
	Grading criteria		ICT skills
	Time resources <u>Curriculum diversity</u> will include ensuring that all learners understand what diversity means, how we may encounter discrimination in the workplace and how we can aim to		Learners will have the opportunity to use computers and smart boards throughout sessions for research purposes and to complete assignments and other work needed.
	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.		Mobile phones may also be used in class when the tutor initiates it, for research purposes and taking photographs.
			EDI is promoted throughout all areas of the course, specifically through each units where it relates and also generally through tutorial



Opportu	nities to extend learning beyon	d the classroom? (E.g. research, hom	ework, work placement activities)		sessions and blended learning. Subjects include religion, British values and disabilities. Within 006 skincare, EDI is also met when talking about different ethnic skin types and characteristics
		vely were learning outcomes met?)			
3	Recap last sessionLesson Aim:Complete Task A and Task BCreate a hair and beautyimage mood board and planLesson Objectives:1. Using chosen themecontinue work on moodboard and finish it2.Start to produce Task BDevelop a plan (knowledgequestions)Health, safety and hygienein the salonSterilising and sanitisingSet up of work area andtools and equipmentneeded.	Recap last sessionLesson Objectives:1.All learners will continue and complete mood board2.Some learners will start Task B create a plan knowledge style assignment questions.Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatmentLearners 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.	 <u>Brain showers</u> – learners to discuss ideas in small groups then feedback. <u>Small group discussions</u> – between learners to share ideas. <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 <u>Demonstration</u>s – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical <u>Listening skills</u> – learners to observe and take notes if necessary <u>Handout</u>s – these are to aid learners during their session, differentiated with coloured paper for those who may need it <u>Writing notes/note taking</u> – learners to observe to may need it 	 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. 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. 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. 	 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



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Contra-indications to make-up treatmentsMood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader.Impart knowledge:communication listening, body language, what to say, how to say it, what range of make-up terminology you should useGive relevant support and developmental feedback as required by individual learners	 Stretch and challenge learner's skills and abilities where required. This will include learners who are 	complete notes for learners if needed.Imparting knowledge to each other - small group discussions and peer feedback from the practical sessionDifferentiated 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.ResourcesWhiteboard, Smart board, internet, computers, flip chart paperTeaching file, Register, handouts, stationary,Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,Library, Textbooks, ImagesStylebooks, Step-by-step guidesTasks - Individual Tasks, Contingency	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. 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.	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, 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 Matter 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)
			is also highlighted on their end of session evaluation in the learner	using clocks to work out timings as well as mobile phones (12 hour and
		Tasks - Individual Tasks, Contingency tasks Assignment overview		Measuring of products – being able to decant the correct amount of products needed using measurements accordingly,
		Grading criteria		





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		d the classroom? (E.g. research, home	Time resources 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. ework, work placement activities)		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 include religion, British values and disabilities. Within 006 skincare, EDI is also met when talking about different ethnic skin types and characteristics
Reflectio	ons on the session? (How effection)	vely were learning outcomes met?)			
4	Recap last session Lesson Aim:	Recap last session Lesson Objectives:	Brain showers – learners to discuss ideas in small groups then feedback.	Formative assessments – when learners have completed their input for this unit, they will undertake formative assessments to ensure they are ready for their	Progression and employability skills These will be developed by using employers to interact with the





Practice make-up, hair and nails for chosen create an	1.All learners will complete practical make-up application, hair	<u>Small group discussions</u> – between learners to share ideas.	final assignment, tutors to observe these and provide	learners, organising work experience and workshops for them
image theme	techniques and nail paint in preparation for final mock assessments	Learners to feedback ideas – this is to the tutor after small groups	constructive feedback for the learners.	to understand what is required in the working world.
Lesson Objectives:	Demonstrate how to prepare for	discussions and brain showers, allowing the tutor to impart	Open and Closed Questioning <u>Techniques</u> – to enable the tutor to test the learners knowledge	During practical sessions, ensuring that the salon runs commercially, as close to a salon environment as
1.Complete practical practice of make-up, hair and nails	make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment	knowledge where necessary <u>Demonstration</u> s – for the tutor to impart knowledge to learners, showing them the skills required to	throughout the session, this can be done verbally or through worksheets.	possible. "This will improve the learner's employability skills. During sessions, discussing
Health, safety and hygiene in the salon	Learners will have used handouts, small group discussions and	partake in the practical Listening skills – learners to observe	Secretic Questioning used as a	progressions opportunities with learners ensuring they understand
Sterilising and sanitising	listening skills to understand what is needed in their work area,	and take notes if necessary	Socratic Questioning – used as a form of inquiry and discussion between learners, tutor to ask	their options and answering any queries/questions.
Set up of work area and tools and equipment needed.	trolley, tools and equipment for ease of use.	Handouts – these are to aid learners during their session, differentiated with coloured paper for those who	and answering questions to stimulate critical thinking and to	English Speaking - make a range of
Contra-indications to make-up treatments	Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed, sanitisation and hygiene in the	may need it <u>Writing notes/note taking</u> – learners	illuminate ideas.	contributions to discussions and make effective presentations in a wide range of contexts, speaking to
Mood board cleanse, tone and moisturise, application	working salon, including how to clean make-up brushes.	to take notes for their own revision where needed, learning support to complete notes for learners if	<u>Chunking</u> - breaking up reading material into manageable Sections, before reading a	clients during consultation.
of foundation, concealer, powder, highlighter and shader.	Learners will have been introduced to contra-indications, they will understand what the word means,	needed. Imparting knowledge to each other	"chunk" students are given a statement of purpose, which guides them to look for	using different methods of communication with peers, tutors and clients, following instructions,
Impart knowledge:	and also how we recognise them, specifically during a make-up	 small group discussions and peer feedback from the practical session 	something specific in the text. This process is	working co-operatively with others and following salon requirements.
<u>communication</u> – speaking, listening, body language, what to say, how to say it, what range of make-up	treatment. This will be re-iterated in theory sessions. Stretch and challenge learner's	Differentiated activities and resources used by ensuring there are additional activities in class for	repeated until students complete the passage., to check comprehension: once students have read a passage they are	<u>Reading</u> - compare, select, read and understand texts and use them to gather information, ideas,
terminology you should use.	skills and abilities where required. This will include learners who are confident with the mood boards therefore they can move onto	learners to complete if they have finished the planned work set. This can include further knowledge in to the subject area (006 skincare),	asked to close their books and pretend they are teachers. They are to ask	arguments and opinions. Also use contingency activities which help to improve English skills, reading





	angligation of foundation	Mothe and English estivities valated		
Give relevant support and	application of foundation,	Maths and English activities related	questions relating to what they	manufacturer's instructions,
developmental feedback as	concealers and powders,	to beauty therapy.	have read.	following salon requirements
required by individual	highlighter and shading application	<u>Resources</u>	Traffic light contains	Writing - Making notes, target
learners	in the make-up sequence to	<u>Resources</u>	<u>Traffic light system</u> – learners	setting, planning and completing
	practise their look.	Whiteboard, Smart board, internet,	choose how they feel about the	short tasks, completing consultation
		computers, flip chart paper	subject at the beginning of the	forms with clients
			session, they choose red , amber	Torms with clients
		Teaching file, Register, handouts,	or green, and then they repeat	Maths
		stationary,	the process at the end of the	
			session, so we can see what they	Time management - when
		Videos, DVDs, small wipe boards,	have learnt throughout the	completing tasks and working
		matching labels, magazines, paper	session, and any areas they feel	practically on treatment timings,
		and card,	they need more practice on. This is also highlighted on their end of	using clocks to work out timings as
			session evaluation in the <u>learner</u>	well as mobile phones (12 hour and
		Library, Textbooks, Images		24 hour clock)
		Stylebooks, Step-by-step guides	journey book.	
		Stylebooks, Step-by-step guides		Measuring of products – being able
		Tasks - Individual Tasks, Contingency		to decant the correct amount of
		tasks		products needed using
				measurements accordingly,
		Assignment overview		recording this on theory
				consultation sheets.
		Grading criteria		
				<u>ICT skills</u>
		Time resources		Learners will have the opportunity
				to use computers and smart boards
		<u>Curriculum diversity</u> will include		throughout sessions for research
		ensuring that all learners understand		purposes and to complete
		what diversity means, how we may		assignments and other work
		encounter discrimination in the		needed.
		workplace and how we can aim to		
		eliminate this.		Mobile phones may also be used in
		Using examples of diversity		class when the tutor initiates it, for
		throughout the subject area where		research purposes and taking
		appropriate and relating discussions		photographs.
		and tasks to everyday life, ensuring		
		learners see the importance of this.		



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		<pre>id the classroom? (E.g. research, home ively were learning outcomes met?)</pre>	ework, work placement activities)		
5	Recap last session	Recap last session	Brain showers – learners to discuss	Formative assessments – when	Progression and employability
5	Lesson Aim:	Lesson Objectives:	ideas in small groups then feedback.	learners have completed their input for this unit, they will	skills
	Practice make-up, hair and nails for chosen create an image theme	1.All learners will complete practical make-up application, hair techniques and nail paint in preparation for final mock assessments	<u>Small group discussions</u> – between learners to share ideas. <u>Learners to feedback ideas</u> – this is to the tutor after small groups discussions and brain showers,	undertake formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the	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.
	Lesson Objectives: 1.Complete practical practice of make-up, hair and nails	Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment	allowing the tutor to impart knowledge where necessary <u>Demonstration</u> s – for the tutor to impart knowledge to learners, showing them the skills required to	learners. <u>Open and Closed Questioning</u> <u>Techniques</u> – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or through	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.
	Health, safety and hygiene in the salon Sterilising and sanitising	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.	partake in the practical Listening skills – learners to observe and take notes if necessary Handouts – these are to aid learners during their session, differentiated	worksheets. <u>Socratic Questioning</u> – used as a form of inquiry and discussion between learners, tutor to ask	During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions.





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Set up of work area and tools and equipment needed. Contra-indications to make-up treatments Mood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader. Impart knowledge: communication – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use. Give relevant support and developmental feedback as required by individual learners	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. 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. 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.	 with coloured paper for those who may need it Writing notes/note taking – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed. 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 (006 skincare), Maths and English activities related to beauty therapy. Resources 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 	and answering questions to stimulate critical thinking and to illuminate ideas. 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. 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.	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, 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 Mathe 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)





Tasks - Individual Tasks, Contingency	Measuring of products – being ab
tasks	to decant the correct amount of
Assignment overview	products needed using
Assignment over view	measurements accordingly, recording this on theory
Grading criteria	consultation sheets.
	consultation sheets.
Time resources	ICT skills
<u>Curriculum diversity</u> will include	Learners will have the opportunit
ensuring that all learners understand	to use computers and smart boar
what diversity means, how we may	throughout sessions for research
encounter discrimination in the	purposes and to complete
workplace and how we can aim to	assignments and other work
eliminate this.	needed.
Using examples of diversity	
throughout the subject area where appropriate and relating discussions	Mobile phones may also be used class when the tutor initiates it, f
and tasks to everyday life, ensuring	research purposes and taking
learners see the importance of this.	photographs.
	photographs.
	EDI
	EDI is promoted throughout all
	areas of the course, specifically
	through each units where it relat
	and also generally through tutor
	sessions and blended learning.
	Subjects include religion, British
	values and disabilities.
	Within 006 skincare, EDI is also m
	when talking about different ethr
	skin types and characteristics

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





					Nottingham Nottingham
5	Recap last session	Recap last session	Brain showers – learners to discuss ideas in small groups then feedback.	Formative assessments – when learners have completed their	Progression and employability skills
	Lesson Aim: Formative assessment for create an image final photoshoot Lesson Objectives: 1.Complete practical formative of make-up, hair	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	 Small group discussions – between learners to share ideas. Learners to feedback ideas – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart 	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.	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.
	and nails Health, safety and hygiene in the salon Sterilising and sanitising	improve for final summative assessment showcase on week 29/30 Demonstrate how to prepare for make-up treatments, Learners will	knowledge where necessary <u>Demonstration</u> s – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical	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.	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.
	Set up of work area and tools and equipment needed. Contra-indications to make-up treatments Mood board cleanse, tone	have discussed and understood how to set up for a make-up treatment Learners will have used handouts, small group discussions and listening skills to understand what is needed in their work area,	Listening skills – learners to observe and take notes if necessary Handouts – these are to aid learners during their session, differentiated with coloured paper for those who may need it	Socratic Questioning – used as a form of inquiry and discussion between learners, tutor to ask and answering questions to stimulate critical thinking and to	During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any queries/questions. English Speaking - make a range of
	and moisturise, application of foundation, concealer, powder, highlighter and shader.	trolley, tools and equipment for ease of use. Recap/reinforce health and safety procedures in the salon, taking notes about sterilisation if needed, sanitisation and hygiene in the	se of use. cap/reinforce health and safety cedures in the salon, taking tes about sterilisation if needed, bitisation and hygiene in the	<u>Chunking</u> - breaking up reading material into manageable Sections, before reading a	contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during consultation. <u>listening</u> - communicate effectively
	communication – speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use. Sanitisation and hygiene in the working salon, including how to clean make-up brushes. Learners will have been introduced to contra-indications, they will understand what the word means, and also how we recognise them,	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	"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	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	





Give relevant support and developmental feedback as required by individual learnersspecifically during a make-up tratament. This will be re-iterated in theory sessions.finished the planend work set. This can include further knowledge in to subject area (006 skincare), Maths and English activities related to beauty therapy.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 read.gather information, ideas, arguments and opinions. Also use contingency activities which help to improve English skills, reading matchurer's instructions, following salon requirementsI a prove the subject area (006 skincare), Maths and English activities related to peat ther more wore application of foundation, concelers and powders, highlighter and shading application in the make-up sequence to practise their lookFasting file, Register, handouts, stionary.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 they fole about the subject at the beginning of the session, not were and they repeat the proces at the end of the session, and ary areas they feel they need more practice on. This is also highlighted on their end of session, and ary areas they feel they need more practice on. This is also highlighted on their end of teasing application in trans, stip loback, Step-by-step guidesMesengent - when completing tasks and working practically during a mability of the session, and ary areas they feel they need more practice on. This is also highlighted on their end of teasing application in teasing application in the learner is also highlighted on their end of teasing application i					
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Tasks - Individual Tasks, Contingency to decant the correct amount of tasks products needed using Assignment overview measurements accordingly, recording this on theory			Stylebooks, Step-by-step guides	journey book.	
tasks to decant the correct amount of products needed using Assignment overview measurements accordingly, recording this on theory recording this on theory			Tasks - Individual Tasks, Contingency		Measuring of products – being able
Assignment overview products needed using measurements accordingly, recording this on theory					
recording this on theory					-
			Assignment overview		
Grading criteria consultation sneets.					
			Grading criteria		consultation sheets.
Time resources			Time resources		ICT skills
Curriculum diversity will include Learners will have the opportunity			Curriculum diversity will include		
ensuring that all learners understand to use computers and smart boards					-
what diversity means, how we may throughout sessions for research			what diversity means, how we may		-
encounter discrimination in the purposes and to complete					
workplace and how we can aim to assignments and other work					_
eliminate this.					needed.
Using examples of diversity through out the subject error where Mobile phones may also be used in					Mobile phones may also be used in
throughout the subject area where class when the tutor initiates it, for			throughout the subject area where		

				Central College Nottingham
			appropriate and relating discussions and tasks to everyday life, ensuring learners see the importance of this.	research purposes and taking photographs.
				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 006 skincare, EDI is also met when talking about different ethnic skin types and characteristics
Opportu	inities to extend learning beyon	d the classroom? (E.g. research, home	ework, work placement activities)	
Reflectio	ons on the session? (How effecti	ively were learning outcomes met?)		
7	Recap last session	Recap last session		
	Lesson Aim: Complete Task C practical observation for unit 112 Create a hair and beauty image	Lesson Objectives: 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		
	Lesson Objectives: 1.Complete final summative assessment for unit 2.Complete Task B- Develop a plan and hand in for	Demonstrate how to prepare for make-up treatments, Learners will have discussed and understood how to set up for a make-up treatment Learners will have used handouts, small group discussions and		



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



		1		_
8	Recap last session	Recap last session		
	Lesson Aim:	Lesson Objectives:		
	Complete Task C practical	1.All learners will work on model		
	observation for unit 112	or peer and create final summative		
	Create a hair and beauty	photographic make-up and take		
	image	photographs as evidence		
		2.Some learners will complete Task		
	Lesson Objectives:	A and Task B		
	1.Complete final summative			
	assessment for unit	Demonstrate how to prepare for		
	2.Complete Task B- Develop	make-up treatments, Learners will		
	a plan and hand in for	have discussed and understood		
	marking with Task A –	how to set up for a make-up		
	Produce a mood board	treatment		
	Health, safety and hygiene	Learners will have used handouts,		
	in the salon	small group discussions and		
		listening skills to understand what		
	Sterilising and sanitising	is needed in their work area,		
		trolley, tools and equipment for		
	Set up of work area and	ease of use.		
	tools and equipment needed.	Decan (reinforce health and cafety		
	needed.	Recap/reinforce health and safety procedures in the salon, taking		
	Contra-indications to	notes about sterilisation if needed,		
	make-up treatments	sanitisation and hygiene in the		
		working salon, including how to		
	Mood board cleanse, tone	clean make-up brushes.		
	and moisturise, application	orean make up brushes.		
	of foundation, concealer,	Learners will have been introduced		
	powder, highlighter and	to contra-indications, they will		
	shader.	understand what the word means,		
	Increase the could do co	and also how we recognise them,		
	Impart knowledge:	specifically during a make-up		
	communication – speaking,	treatment. This will be re-iterated		
	listening, body language,	in theory sessions.		
	what to say, how to say it,			



	what range of make-up terminology you should use. Give relevant support and developmental feedback as required by individual learners	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			
Opportu	inities to extend learning beyon	d the classroom? (E.g. research, home	ework, work placement activities)		
			-		
Reflectio	ons on the session? (How effecti	ively were learning outcomes met?)			
	,				
9	Recap last session	Recap last session			
•					
	Lesson Aim:	Lesson Objectives:			
	Catch up sessions on all	1.All learners will complete all			
	units and portfolio sign off	outstanding assessments for all			
		practical units to include			
	Lesson Objectives:	Manicure, Pedicure, Facial,			
	1.Complete all outstanding	Make-up, Nail Art, Face painting			
	practical assessments	2.All learners will complete all			
		outstanding assessments for all			
	2.Compelte all outstanding	theory units to include			
	theory assignments	assignments			
		3.All learners will check their			
	3.Portfolio sign off	portfolios for missing signatures			
		and complete all relevant paper			
	Health, safety and hygiene	work in order to be signed off			
	in the salon				
	Chariliaing and southining	Demonstrate how to prepare for			
	Sterilising and sanitising	make-up treatments, Learners will			
		have discussed and understood			
		how to set up for a make-up			
		treatment			



Set up of work area and tools and equipment needed. 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. Mood board cleanse, tore and moisturise, application of foundation, concealer, powder, hiphlighter and shader. Recap/reinforce health and safety antibation and hygiene in the working salon, including how to clean make-up brushes. Impart knowledge: Recap/reinforce health and safety powder, hiphlighter and shader. Recap/reinforce health and safety antibation and hygiene in the working salon, including how to clean make-up brushes. Learners will have been introduced to contra-indications, they will understand what the word means, and developmental feedback as required by individual learners Stretch and challenge learner's skills and abilies 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 practice their look	tools and equipment needed.small g listenin is need trolley, ease ofContra-indications to make-up treatmentsfrolley, ease ofMood board cleanse, tone and moisturise, application of foundation, concealer, powder, highlighter and shader.Recap/ proced notes a sanitisa workin clean mImpart knowledge:Small g	Il group discussions and ning skills to understand what reded in their work area, ey, tools and equipment for e of use. up/reinforce health and safety edures in the salon, taking as about sterilisation if needed, tisation and hygiene in the king salon, including how to n make-up brushes. ners will have been introduced
	communication– speaking, listening, body language, what to say, how to say it, what range of make-up terminology you should use.to cont unders and als specific treatm in theoGive relevant support and developmental feedback as required by individual learnersStretch skills an This wi confide therefor applica concea highligl in the r practise	erstand what the word means, also how we recognise them, ifically during a make-up tment. This will be re-iterated eory sessions. tch and challenge learner's and abilities where required. will include learners who are ident with the mood boards efore they can move onto ication of foundation, tealers and powders, lighter and shading application e make-up sequence to tise their look





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	Торіс	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	



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



Week	Lesson Topic & Specification Reference	Learning intention/ Learning outcomes (What is it that you want learners to know or do by the end of the lesson?)	Learning activities (Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)	Assessment strategies (How will you and learners monitor learning and progress towards the lesson intentions/outcomes?	Development of Progression and Employability Skills (How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of ED).
1	Starting point; where could a qualification in hair and beauty studies take you? Introduce unit 001-Introduction to the Hairdressing and Beauty sector. Display the unit on the smart board explaining the <u>unit</u> outcomes.	Discuss an overview of the unit 001 – introduction to the hair and beauty sectorInterleaved practice: Occupational roles in hair and beauty sector, the responsibilities of people who undertake these roles in the industry.Demonstrate and initiate discussions on what is involved in this unit: Learners will have discussed and understood the outcomes required for the final assignment task.Learners will have used handouts, small group discussed and listening skills to understand what tasks they need to complete.Learners will have discussed and taken notes where necessary about occupational roles in the hair and beauty	Retrieval practice – learners to discuss ideas in small groups then feedback last weeks session: 5 mins Small group discussions – between learners to share ideas. Learners elaboration (feedback) on ideas – this is to the tutor after small groups discussions and brain showers, allowing the tutor to impart knowledge where necessary Demonstrations – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical Listening skills – learners to observe and take notes if necessary Handouts – these are to aid learners during their session,	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. 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. 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.	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



Encourage the learners to look at their log books and course handbooks. 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. Occupational roles Salon junior, hair stylist, barber, beauty therapist, make-up artist, nail technician, salon manager, receptionist, salon owner, colour technician, session stylist, product technician, manufacturers sales rep, spa therapist, beauty consultant, trainer, assessor, tutor Impart knowledge:	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. Learners will research and complete small group and individual tasks that the tutor has set to reinforce this. Learners will have researched in to occupational roles within the hair and beauty industry and making notes during discussion. 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. Learners will have been encouraged to explain what their thoughts and personal	 differentiated with coloured paper for those who may need it Writing notes/note taking – learners to take notes for their own revision where needed, learning support to complete notes for learners if needed. 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, Maths and English activities related to beauty therapy. Resources: Dual coding Whiteboard, Smart board, internet, computers, flip chart paper Teaching file, Register, handouts, stationary, 	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. 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.	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, 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'
Discuss and initiate the start of the assignment brief for unit 001.	their thoughts and personal experiences are, and also what is expected of you in that	stationary, Videos, DVDs, small wipe boards, matching labels, magazines, paper and card,	Intent: learners to be prepared for the workplace and have an understanding of	and 'punctuation'



				Nottingham Nottingham
Assignments will be	particular job role e.g	Library, Textbooks, Images	the occupational roles within	Time management - when
graded if these are	responsibilities.		the hair and beauty sector.	completing tasks and working
expanded on.		Stylebooks, Step-by-step guides		practically on treatment timings,
Task C = Worksheet			Implementation: this is to be	using clocks to work out timings
occupational roles within		Tasks - Individual Tasks,	done within the formal setting	as well as mobile phones (12
the hair and beauty	Stretch and challenge	Contingency tasks	of classroom based learning	hour and 24 hour clock)
industry	Learners skills and abilities		and informal group/ pair and	
	where required. This will	Assignment overview	1-1 discussions.	Measuring of products – being
Streamwitch Mean Time DI ICRY FISH AND CHIPS 4.	include learners who are		Impact: learners will have a	able to decant the correct
Charles Wesley RAF RAF HE Rare PLINK	confident with the tasks,	Grading criteria	basic understanding of their	amount of products needed
Battle of Britain of Parliament Royal Navy	moving on to the next stage of research, and completing	Time recourses	rights and responsibilities as	using measurements
	Maths and English work related	Time resources	an employee making them an	5
Microsoft And	to the subject 101.	Resource: City and guilds text	effective team member and	accordingly, recording this on
King Arthur WALES Tin Kinning Queen Elizabeth II		book: entry 3/ Level 1 VRQ in	prepare for employment.	theory consultation sheets.
		Hairdressing and beauty therapy		
Discuss how religions and		Pages: 2-6		<u>ICT skills</u>
beliefs could impact				Learners will have the
career choices.		Curriculum diversity will		opportunity to use computers
curcer enoices.	ALLENGE	include ensuring that all learners	states and seven the state assessment in the seven seven and the seven s	and smart boards throughout
Explain the career	UNURSE FL	understand what diversity	udent of the set of th	0
patterns of progression	6	means, how we may encounter	standards Standards Mastery	sessions for research purposes
for the different roles		discrimination in the workplace	at an according to the second	and to complete assignments
within the industry, issue		and how we can aim to eliminate	standard * grandard represented by the standard represented by the standard standard represented by the standard standard represented by the standard stan	and other work needed.
		this.	G B	Mobile phones may also be
Worksheets and tasks	Set high expectations of			
where appropriate.	learners to know the	Using examples of diversity		used in class when the tutor
Hair/beauty/nails/make-u		throughout the subject area		initiates it, for research purposes
р	different career paths	where appropriate and relating		and taking photographs.
Discuss and initiate tasks	available to them through	discussions and tasks to		EDI
for the learners regarding	training and education,	everyday life, ensuring learners		
technical and personal	promote English and Maths	see the importance of this.		EDI is promoted throughout all
skills and gualities that	as an important part of the			areas of the course, specifically
	industry requirements.	Strongth potivity		through each units where it
may be needed for	Encourage students to set	Strength activity:		relates and also generally
certain occupational	high but achievable career	Worksheets/ power point		through tutorial sessions and
roles:	pathways	Worksheets/ power point		
				blended learning. Subjects



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.

Task C: pro-forma





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 vour choices. Functional skills links: English, ICT Personal learning and thinking skills: Creative thinker

Learning styles: K/V/A

Challenge activity:

Round robin to discuss outcomes of completed pro-forma C

Encourage confidence of students speaking in groups and give positive praise when accomplished.



Students to proactively seek help where needed.

and disabilities.

include religion, British values

Within 101, EDI is also met when talking about different ethnic skin types and characteristics, types of clientele and job roles and responsibilities.

Personal and social development:

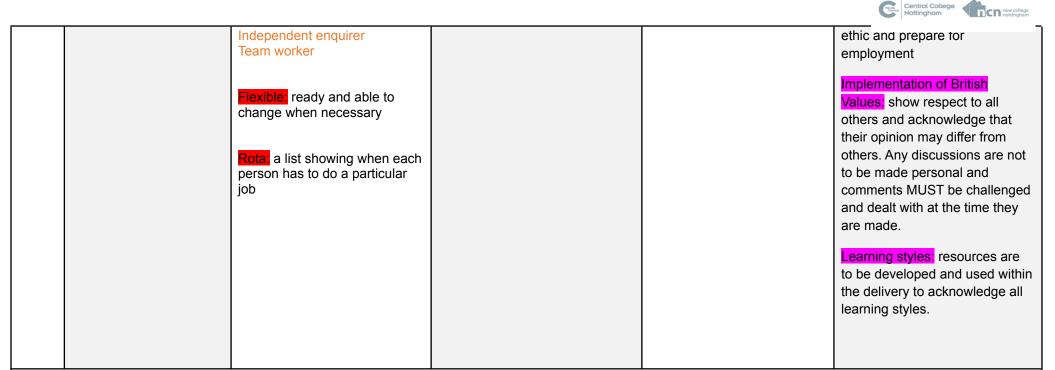
Develop students in preparation for the workplace and encourage independent thinking skills and professional standards.

Behaviours and attitudes:

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.

Collective community: students to work as a team and encouraged to pass on their knowledge to other students. This will encourage a good work





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:

2		Interleaved practice:	Retrieval practice – learners to	Formative assessments -	Progression and employability
		Salon services for hair and	discuss ideas in small groups	when learners have	skills
	CTADTI	beauty	then feedback last weeks	completed their input for this	These will be developed by
	START!		session: 5 mins	unit, they will undertake	using employers to interact with
		Introduce assignment 001 – introduction to the hair and Beauty sector Initiate discussion and learners	<u>Small group discussions</u> – between learners to share ideas. <u>Student elaboration on ideas</u> – this is to the tutor after small	formative assessments to ensure they are ready for their final assignment, tutors to observe these and provide constructive feedback for the	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
	<u>Have you had a</u>	to complete research task		learners.	commercially, as close to a
	<u>treatment in a salon</u>	relating to the assignment.	groups discussions and brain showers, allowing the tutor to impart knowledge where	Open and Closed	salon environment as possible. ~This will improve the learner's employability skills.
	Interleaved practice: Salon services for hair	Learners will have completed the assignment workshop,	necessary	Questioning Techniques – to enable the tutor to test the	During sessions, discussing progressions opportunities with
	and beauty Impart knowledge:	working towards the summative assignment for 001 unit.	<u>Demonstration</u> s – for the tutor to impart knowledge to learners, showing them the skills required	learners knowledge throughout the session, this can be done verbally or through worksheets.	learners ensuring they understand their options and answering any queries/questions.
	Discuss and initiate the	Learners will receive one to	to partake in the practical	through worksheets.	English
	start of the assignment brief for unit 001. Assignments will be graded if these are expanded on.	one support and guidance where necessary if needed. Learners will research and	Listening skills – learners to observe and take notes if necessary	Socratic Questioning – used as a form of inquiry and discussion between learners, tutor to ask and answering	Speaking - make a range of contributions to discussions and make effective presentations in a wide range of contexts, speaking to clients during
	<u>Task B</u> – Produce a list a of services offered in the hair and beauty industry Assignment format:	complete small group and individual tasks that the tutor has set to reinforce this Assignment format: Front Cover	<u>Handouts</u> – these are to aid learners during their session, differentiated with coloured paper for those who may need it	questions to stimulate critical thinking and to illuminate ideas.	consultation. listening - communicate effectively using different methods of communication with
	Front Cover	Contents page			peers, tutors and clients,

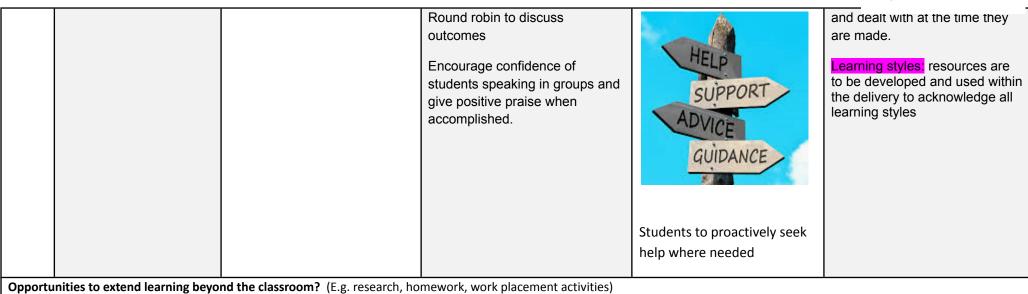


Contents page	Assignment content	Writing notes/note taking –	Chunking - breaking up	following instructions, working
Assignment content	Bibliography/Referencing	learners to take notes for their	reading material into	co-
Bibliography/Referencing		own revision where needed,	manageable	operatively with others and
0 1 9 0		learning support to complete	Sections, before reading a	following salon requirements.
Ensure the learners		notes for learners if needed.	"chunk" students are given a	Reading - compare, select, read
remember how to gain		notes for learners if needed.	statement of purpose, which	and understand texts and use
pass merit and		Importing knowledge to each	guides them to look for	them to gather information,
distinctions		Imparting knowledge to each	something specific in the text.	ideas, arguments and opinions.
		other – small group discussions	This process is repeated until	Also use contingency activities
If work is expanded on a		and peer feedback from the	students complete the	which help to improve English
pass/ merit or distinction		practical session	passage, to check	skills, reading manufacturer's
can be gained, if			comprehension: once	instructions, following salon
pro-formas are used only		Differentiated activities and	students have read a	requirements
a pass can be achieved.		resources used by ensuring	passage they are asked to	Writing - Making notes, target
		there are additional activities in	close their books and pretend they are teachers. They are to	setting, planning and completing short tasks, completing
		class for learners to complete if	ask questions relating to what	consultation forms with clients
		they have finished the planned	they have read.	students to use 'persuasive
		work set. This can include further	ancy have read.	·
		knowledge in to the subject area	<u> Traffic light system</u> –	language', 'sentence structures'
		(106 make-up), Maths and	learners choose how they feel	and 'punctuation'
		English activities related to	about the subject at the	
		beauty therapy.	beginning of the session, they	Time management - when
		beauty merapy.	choose red , amber or green,	completing tasks and working
		Resources: Dual coding	· · · · · · · · · · · · · · · · · · ·	practically on treatment timings,
		Resources. Dual couling	and then they repeat the	using clocks to work out timings
		Whiteboard, Smart board,	process at the end of the	as well as mobile phones (12
			session, so we can see what	hour and 24 hour clock)
		internet, computers, flip chart	they have learnt throughout	Measuring of products – being
		paper	the session, and any areas	able to decant the correct
		Teaching file, Register, handouts,	they feel they need more	amount of products needed
			practice on. This is also	using measurements
		stationary,	highlighted on their end of	accordingly, recording this on
		Videos, DVDs, small wipe	session evaluation in the	theory consultation sheets.
			learner journey book.	ICT skills
		boards, matching labels,	.ca.nor journoy book	Learners will have the
		magazines, paper and card,		opportunity to use computers
		Library Taythacka Imagaa		and smart boards throughout sessions for research purposes
		Library, Textbooks, Images		sessions for research purposes



		Stylebooks, Step-by-step guides	Contraction of the second seco	and to complete assignments and other work needed.
		Tasks - Individual Tasks,	sinds at a second back tracket following Later drive and the second back tracket following competence and secon	Mobile phones may also be
		Contingency tasks	standards	used in class when the tutor
		Assignment overview	and the state of t	initiates it, for research purposes and taking photographs.
	· · · · · · · · · · · · · · · · · · ·	Assignment overview		EDI
		Grading criteria	le	EDI is promoted throughout all
		Time resources		areas of the course, specifically through each units where it
		Time resources	Intent: learners to be prepared for the workplace	relates and also generally
		City and guilds text book: entry	and have an understanding of	through tutorial sessions and blended learning. Subjects
		3/ Level 1 VRQ in Hairdressing and beauty therapy	the occupational roles within the hair and beauty sector.	include religion, British values
		Pages:	the hair and beauty sector.	and disabilities.
			Implementation: this is to be	Within 101, EDI is also met when talking about different
		<u>Curriculum diversity</u> will include ensuring that all learners	done within the formal setting of classroom based learning	ethnic skin types and
		understand what diversity	and informal group/ pair and	characteristics, types of clientele and job roles and
		means, how we may encounter discrimination in the workplace	1-1 discussions.	responsibilities.
		and how we can aim to eliminate	Impact: learners will have a	
		this.	basic understanding of their	Collective community: students to work as a team and
		Using examples of diversity throughout the subject area	rights and responsibilities as an employee making them an	encouraged to pass on their
		where appropriate and relating	effective team member and	knowledge to other students.
		discussions and tasks to everyday life, ensuring learners	prepare for employment.	This will encourage a good work ethic and
		see the importance of this.		prepare for employment
				Implementation of British
	· · · · · · · · · · · · · · · · · · ·	Strength activity:		Values: show respect to all
		Worksheets/ power point		others and acknowledge that
		Loorning styles: KA//A		their opinion may differ from
		Learning styles: K/V/A		others. Any discussions are not
		Challenge activity:		to be made personal and comments MUST be challenged
				comments woor be challenged





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

Teachers feedback:

Student feedback:

Thinking time:



Student comfort:				
3 START!	Interleaved practice: 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 types of hair and beauty salons in the hair and beauty	Retrieval practice– learners todiscuss ideas in small groupsthen feedback last weekssession: 5 minsSmall group discussions–between learners to share ideas.Learners elaboration on ideas– this is to the tutor after smallgroups discussions and brainshowers, allowing the tutor to	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.	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
What experiences have you had with salons Recap last session:	sector, Learners will research and complete small group and individual tasks that the tutor has set to reinforce this.	impart knowledge where necessary <u>Demonstration</u> s – for the tutor to impart knowledge to learners,	Questioning Techniques – to enable the tutor to test the learners knowledge throughout the session, this can be done verbally or	employability skills. During sessions, discussing progressions opportunities with learners ensuring they understand their options and answering any
Training and development sources for the hair and beauty industries.	Learners research salons online to see how they work. The learners will look at:	showing them the skills required to partake in the practical Listening skills – learners to observe and take notes if	through worksheets. <u>Socratic Questioning</u> – used as a form of inquiry and discussion between learners,	queries/questions. English Speaking - make a range of contributions to discussions and make effective presentations in
Impart knowledge 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	 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. 	necessary <u>Handouts</u> – these are to aid learners during their session, differentiated with coloured paper for those who may need it <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.	tutor to ask and answering questions to stimulate critical thinking and to illuminate ideas. 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.	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.



completing some market research type work to help them with their final assignment. Discuss the types of salons with learners and what attracts clients. Give examples. Impart knowledge: Discuss and initiate the start of the assignment brief for unit 001. Assignments will be graded if these are expanded on. Task A: a fact sheet on the different types of salons for hair and beauty in the local area.	 Whether they have a website Learners will collect price lists. 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. Learners will improve communication skills, professionalism and good behaviour. Some learners will improve life skills through excessing transport via the tram system. Some learners will improve maths skills through planning of tram timetables and timings in order to get back to college 	Imparting knowledge to each other – small group discussions and peer feedback from the practical sessionDifferentiated 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 codingWhiteboard, Smart board, internet, computers, flip chart paperTeaching file, Register, handouts,	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. 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	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 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
Words that may be used Conservative-cautious about change Subdued-subtle, not bright Up-market- the more expensive or luxury sector	in order to get back to college in a timely manner. Learners will outline the differences in salons in the 2 different areas. Learners will have been encouraged to explain what their thoughts and personal experiences are, and also what is expected of you in that	 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 	highlighted on their end of session evaluation in the learner journey book.	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





Luxurious-expensive and high quality.Particular job role a gifferent types of salonsAssignment overview Grading criteriaInitiates in, tor research purposes and have an understanding of the carcupational roles withing photographs.Initiates in, tor research purposes and have an understanding of the carcupational roles within the formal sand 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 Engish work relate to the subject 001Assignment overview Grading criteriaImitates in the research and completing Maths and Engish work relate to the subject 001Imitates and also generally through bear with the tasks, moving on to the next stage of research, and completing Maths and Engish work relate to the subject 001Imitates and also generally through understand what diversity means, how we can arm to leininate institue ensuming that all learners through out the subject area when teleting meths to be prepare for employment.Imitates in the subject area within the formal sector.This will help learners to see what clients find important when deciding which salon to useStrength activity? Worksheets/ power point Learning styles: KV/A Challenge activity?Strength activity? Worksheets/ power point Learning styles: KV/A Challenge activity?Strength activity? Worksheets/ power point Learning styles: KV/A Challenge activity?Collective community students to work as a team and encourage a good work ethic and prepare for employment.This will help learners and tiss to be where deciding which salon to useStrength activity? Worksheets/ power point Learning styles: KV/A <th></th> <th></th> <th></th> <th></th> <th></th>					
Grading criteria Grading criteria 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 Time resources Immersizion (Grading criteria) Immersizion (Grading criteria) Immersizion (Grading criteria) Immersizion (Confident with the tasks, moving on to the next stage of research, and completing Maths and English work related to the subject 001 Immersizion (Grading criteria) Immersizion (Grading criteria) Immersizion (Grading criteria) Immersizion (Confident with the tasks, moving on to the next stage of research, and Completing Maths and English work related to the subject 001 Immersizion (Grading criteria) Immersizion (Grading criteria) Immersizion (Grading criteria) Immersizion (Grading criteria) Immersizion (Grading criteria) Immersizion (Grading criteria) Immersizion (Grading criteria) Immersison (Grading criteria) Imme	Luxurious-expensive and	particular job role e.g different	Assignment overview		
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	what some of the challenges are to owning your own business and how they have overcome these. 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. Functional skills links:	 Which of the six industries has the largest number of businesses? Give 3 possible types of business ownership Name 3 industries linked to the hair and beauty sector and explain how they are linked Encourage confidence of students speaking in groups and give positive praise when accomplished. 	Students to proactively seek help where needed	the delivery to acknowledge all learning styles
Over to you: Types of business ownership.	English, ICT PLTS links: Independent enquirer Creative thinker Team work			

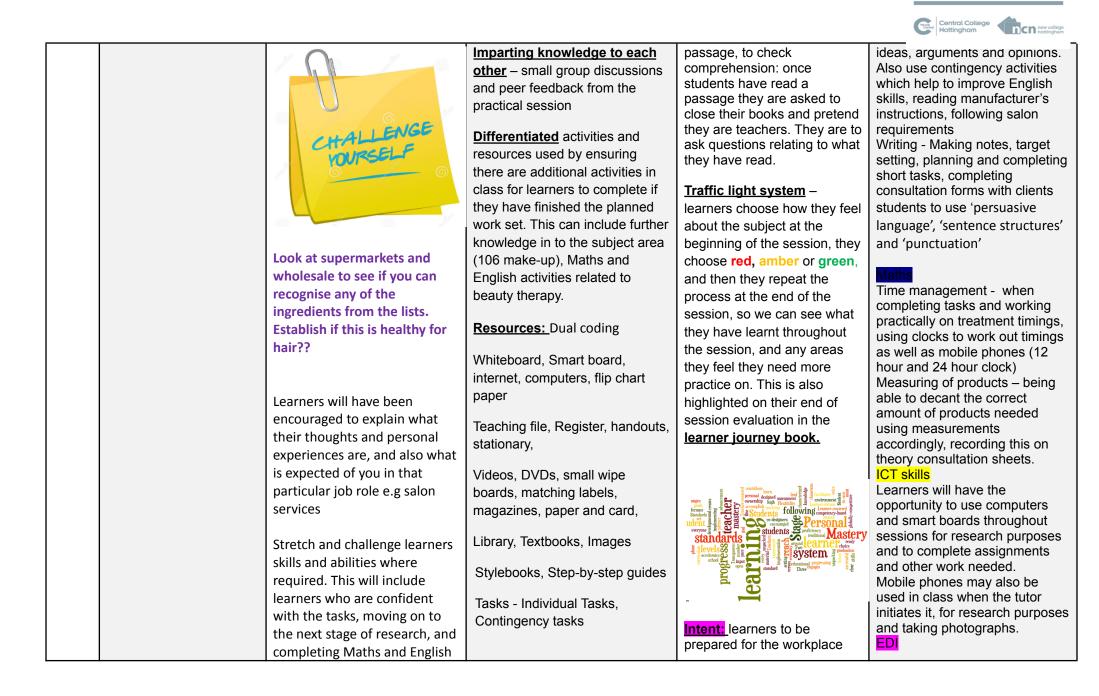


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Opportu	nities to extend learning beyo	nd the classroom? (E.g. research, hor	mework, work placement activities)	·		
Participa	ons on the session? (How effect ition rate: ifeedback:	tively were learning outcomes met?)				
Student	feedback:					
Thinking Student						





	Interleaved practice: 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.	 <u>Retrieval practice</u> – learners to discuss ideas in small groups then feedback last weeks session: 5 mins <u>Small group discussions</u> – between learners to share ideas. <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 <u>Demonstration</u>s – for the tutor to impart knowledge to learners, showing them the skills required to partake in the practical <u>Listening skills</u> – learners to observe and take notes if necessary <u>Handouts</u> – these are to aid learners during their session, differentiated with coloured paper for those who may need it <u>Writing notes/note taking</u> – learners to complete notes for learners if needed. 	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. 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. 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. 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	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-
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work related to the subject	Assignment overview	and have an understanding of	EDI is promoted throughout all
101	Grading criteria	the occupational roles within the hair and beauty sector.	areas of the course, specifically through each units where it relates and also generally
The hair and beauty industries rely on a range of services to	Time resources	Implementation: this is to be done within the formal setting	through tutorial sessions and blended learning. Subjects
generate income, students must be aware of these services and be able to	City and guilds text book: entry 3/ Level 1 VRQ in Hairdressing and beauty therapy	of classroom based learning and informal group/ pair and 1-1 discussions.	include religion, British values and disabilities. Within 101, EDI is also met
describe and outline them. This will enable them to	Pages: Curriculum diversity will	Impact: learners will have a basic understanding of their	when talking about different ethnic skin types and characteristics, types of clientele
discuss services with clients when working on reception or	include ensuring that all learners understand what diversity	rights and responsibilities as an employee making them an effective team member and	and job roles and responsibilities.
prior to performing services of live clients. And completing consultation sheets.	discrimination in the workplace and how we can aim to eliminate this.	prepare for employment.	Collective community: students to work as a team and encouraged to pass on their
Students to be aware of current and emerging trends to be able to expand services	Using examples of diversity throughout the subject area where appropriate and relating discussions and tasks to everyday life, ensuring learners	HELD	knowledge to other students. This will encourage a good work ethic and prepare for employment
and also open up further career and progression pathways.	see the importance of this.	SUPPORT	Implementation of British Values: show respect to all others and acknowledge that
Students to learn common ingredients in products and th	Worksheets/ power point	GUIDANCE	their opinion may differ from others. Any discussions are not
implications to religions/ faith and beliefs.	; Learning styles: K/V/A Challenge activity:	N. MARK	to be made personal and comments MUST be challenged and dealt with at the time they
Over to you: Ingredients investigation: Form the list of products	Using ICT skills to produce a chart or graph to document results of investigation	Students to proactively seek help where needed	are made. Learning styles: resources are to be developed and used within the delivery to acknowledge all
investigate which contain	Maths to process data		learning styles Functional skills links:



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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 enquir Self-manager	-	
Opportu	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:						
Toochorg	Teachers feedback:						
	feedback:						
Thinking							
Student	comfort:						





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



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 how 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. 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.

<u>Resources:</u> 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'

laths

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.



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





		give positive praise when accomplished.				
Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities) Reflections on the session? (How effectively were learning outcomes met?)						