The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by FETAC.

Module Descriptor

Hairdressing Theory and Practice

Level 5  D20030

www.fetac.ie
# Level 5 Module Descriptor

## Summary of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td><strong>Preferred Entry Level</strong></td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td><strong>Special Requirements</strong></td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td><strong>General Aims</strong></td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td><strong>Specific Learning Outcomes</strong></td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Portfolio of Assessment</strong></td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td><strong>Individual Candidate Marking Sheets</strong></td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td><strong>Module Results Summary Sheet</strong></td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td><strong>Glossary of Assessment Techniques</strong></td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td><strong>Assessment Principles</strong></td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
</tr>
</tbody>
</table>
Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
**Module Title**  Hairdressing Theory and Practice

**Module Code**  D20030

**Level**  5

**Credit Value**  3 credits

**Purpose**  This module aims to introduce learners to hairdressing as a career, to make learners proficient in basic hairdressing skills and to equip them with the theoretical knowledge to support these skills.

The module prepares learners for further training in the hairdressing industry.

This module is a mandatory module for the Level 5 Certificate in Hairdressing award.

**Preferred Entry Level**  Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

**Special Requirements**  None

**General Aims**

*Learners who successfully complete this module will:*

8.1 have good personal presentation habits
8.2 develop safe and hygienic work practices
8.3 establish and maintain good personal relationships with clients and colleagues
8.4 become proficient at basic hairdressing skills
8.5 acquire a basic knowledge of hair style and design
8.6 understand the organisation and working of hairdressing salons
8.7 assist the professional stylist.
9 Units

The specific learning outcomes are grouped into 10 units.

Unit 1 Personal Presentation
Unit 2 Health and Safety in the Salon
Unit 3 Client Preparation
Unit 4 Introduction to Hair and Scalp Analysis
Unit 5 Basin Skills
Unit 6 Introduction to Style Suitability
Unit 7 Styling Skills
Unit 8 Colour Choice and Application (Temporary, Semi-Permanent and Permanent)
Unit 9 Perm Winding Skills
Unit 10 Basic Cutting Skills

10 Specific Learning Outcomes

Unit 1 Personal Presentation

Learners should be able to:

10.1.1 apply rules of personal hygiene to a daily routine
10.1.2 address a range of potential personal hygiene problems
10.1.3 select and care for clothes for daily living and for work
10.1.4 demonstrate correct deportment and posture for salon work
10.1.5 project good image of self and salon
10.1.6 demonstrate due attention to time keeping and preparedness for work.

Unit 2 Health and Safety in the Salon

Learners should be able to:

10.2.1 demonstrate safe and hygienic work practices
10.2.2 use and maintain personal and salon tools and equipment
10.2.3 use and maintain sterilisation facilities
10.2.4 change electrical fuses, plugs and leads
10.2.5 identify salon hazards and precautions
10.2.6 describe and demonstrate basic First Aid procedures and practices, to include:
- minor burns
- scalds
- cuts
- rinsing of chemicals from the eye
- fainting
- nosebleeds
- epileptic fits

10.2.7 identify procedures for contacting emergency services

10.2.8 provide support in emergency evacuation situations.

Unit 3 Client Preparation

*Learners should be able to:*

10.3.1 communicate effectively with the client
10.3.2 prepare the client for salon services
10.3.3 prepare hair prior to salon services.

Unit 4 Introduction to Hair and Scalp Analysis

*Learners should be able to:*

10.4.1 identify hair and scalp condition
10.4.2 differentiate between contagious and non-contagious disorders
10.4.3 outline salon procedures when abnormalities occur
10.4.4 recommend treatments appropriate to condition of hair and scalp
10.4.5 demonstrate thorough knowledge of salon products i.e.
- benefits in use
- functions
- features.
Unit 5  Basin Skills

SHAMPOOING

Learners should be able to:

10.5.1 position the client correctly and comfortably in the chair
10.5.2 demonstrate testing water temperature
10.5.3 demonstrate use of water spray head
10.5.4 apply the appropriate amount of shampoo, using the correct technique and according to manufacturers instructions
10.5.5 perform appropriate massage techniques
10.5.6 rinse hair to remove all shampoo
10.5.7 remove excess water from the hair
10.5.8 assist the client to an upright position
10.5.9 adjust towel and comb and detangle hair

CONDITIONING

Learners should be able to:

10.5.10 apply appropriate amount of conditioning, using the correct technique and according to manufacturers instructions
10.5.11 perform appropriate application techniques
10.5.12 rinse hair to remove conditioner

SPECIAL TREATMENTS

Learners should be able to:

10.5.13 establish client requirements through consultation and analysis
10.5.14 demonstrate the ability to test to support the analysis
10.5.15 select and prepare materials according to manufacturers instructions
10.5.16 demonstrate application of selected techniques
10.5.17 process treatment for prescribed time using appropriate equipment
10.5.18 remove treatment using prescribed method
10.5.19 identify aftercare procedures
10.5.20 record treatments and results.

Unit 6 Introduction to Style Suitability

Learners should be able to:

10.6.1 identify the factors that influence hairstyle, such as age, lifestyle and occasion
10.6.2 suggest hairstyles to suit face, head and body shapes
10.6.3 suggest hairstyles to suit hair growth patterns and hair texture.

Unit 7 Styling Skills

SETTING

Learners should be able to:

10.7.1 comb hair to detangle
10.7.2 select rollers appropriate to style requirement
10.7.3 apply setting agent
10.7.4 section hair neatly
10.7.5 wind hair around rollers to base of section and secure with hair pins
10.7.6 place hair net correctly on clients head
10.7.7 position clients head underneath a pre-heated hood dryer and ensure client comfort and safety
10.7.8 demonstrate temporary straightening techniques using large rollers
10.7.9 demonstrate the following pin curling techniques:
  • barrel spring
  • clock-spring
  • reverse pin curl
10.7.10 demonstrate finger waving and braiding techniques.

**BLOW DRYING**

*Learners should be able to:*

10.7.11 select suitable tools and equipment

10.7.12 apply setting medium

10.7.13 section the hair in preparation for styling technique

10.7.14 handle hair dryer to ensure client safety and comfort

10.7.15 produce root lift and movement

10.7.16 demonstrate dexterity in using tools and equipment

10.7.17 demonstrate skill of producing root lift and movement using fingers or hands only

10.7.18 demonstrate scrunch drying techniques

**DRESSING OUT**

*Learners should be able to:*

10.7.19 select appropriate combs, brushes and fixing agents to complete style

10.7.20 dress hair into the desired shape and form, using the mirror to ensure an even balance is achieved

10.7.21 finish the hair with fixing agents and ensure client safety in the process

10.7.22 ensure client satisfaction with the use of a back mirror

10.7.23 remove gown and prepare client for leaving salon.

**Unit 8 Colour Choice and Application (Temporary, Semi-Permanent and Permanent)**

*Learners should be able to:*

10.8.1 establish client requirements
10.8.2 identify the need for a skin test
10.8.3 demonstrate procedures for skin testing
10.8.4 identify contra-indications to products used
10.8.5 outline basic colour theory
10.8.6 use the ICC (International Colour Code) to select suitable colours
10.8.7 demonstrate application of colour, using wax conditioning as an aid
10.8.8 outline the processing of various types of colour
10.8.9 demonstrate procedures for removing various types of colour.

Unit 9  Perm Winding Skills

*Learners should be able to:*

10.9.1 establish client requirements
10.9.2 identify the need for skin and strand tests
10.9.3 carry out skin and strand tests
10.9.4 identify contra-indications to products
10.9.5 section hair using the basic nine-section method
10.9.6 select appropriate rod and mesh for curl size
10.9.7 wind mesh of hair onto perm rod using end paper as an aid
10.9.8 wind mesh of hair without undue tension and position on base
10.9.9 secure rod correctly
10.9.10 apply protective cream and moist cotton wool to perimeter of head
10.9.11 outline the processing of perming
10.9.12 rinse product from curlers (5-10 minutes)
10.9.13 remove excess moisture by double-blotting (towel and cotton wool)
10.9.14 apply fresh cotton wool
10.9.15 apply neutraliser following manufacturers instructions
10.9.16 remove perm rods gently
10.9.17 rinse product from hair.

Unit 10 Basic Cutting Skills

Learners should be able to:

10.10.1 demonstrate cutting a one length (bob) style with or without fringe.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

<table>
<thead>
<tr>
<th>Examination (Practical)</th>
<th>80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination (Theory-Based)</td>
<td>20%</td>
</tr>
</tbody>
</table>

11.1 Examination (Practical)

The internal assessor will devise a practical examination that assess candidates’ mastery of specified practical skills demonstrated in a set period of time under restricted conditions.

The examination will be based on a range of specific learning outcomes and will be 3 hours 30 minutes in duration.

The venue requirements for the examination are as follows:

• fully equipped hair salon or centre with a sufficient number of wash basins (three candidates per basin maximum), work stations and equipment and consumables provided
• maximum of nine candidates per examination
• one suitable model and practice block per candidate.

The FETAC external Authenticator will be in attendance during the examination. Arrangements for the visit will be made between the internal assessor and the external Authenticator.
Candidates will be required to demonstrate their ability in each of the following skill areas:

General Preparation (all of the following)
• performing hair and scalp analysis
• preparing a model for a salon service.

Treatment Preparation (any 2 of the following to be assessed at random)
• sectioning hair for a permanent wave
• water winding sections of hair
• preparing a perm trolley.

Cutting (any 1 of the following to be assessed at random)
• cutting a one length (bob) style
• using basic cutting technique (minimum of 25mm to be cut).

Shampoo and Drying (all of the following)
• shampooing and conditioning a model’s hair
• drying a model’s hair in a suitable style with the use of a blow-dryer technique.

Special Treatments (any 2 of the following to be assessed at random)
• carrying out a basic roller set and securing with a hair net
• applying a permanent/semi permanent/temporary tint using a wax conditioner
• removing a permanent/semi permanent/temporary tint
• performing finger waving
• forming reverse pin/barrel pin/cock spring curls
• braiding
• applying a permanent wave using the basic nine section (water wind) method (including neutralising)
• straightening hair using large rollers.

Customer Service (all of the following)
• meeting and greeting the model
• maintaining rapport with the model throughout treatment
• maintaining appropriate personal appearance
• keeping the work station organised.

11.2 Examination (Theory-Based)

The internal assessor will devise a theory-based examination that assesses candidates’ ability to recall and apply theory and understanding, requiring responses to a number of short answer questions. These questions may be answered in different media such as in writing or orally.
The examination will be based on a range of specific learning outcomes and will be 1 hour 30 minutes in duration.

The format of the examination will be as follows:
22 short answer questions
Candidates are required to answer 20 (1 mark each).

12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Maximum Mark</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Examination (Practical)</td>
<td></td>
</tr>
<tr>
<td>• efficient organisation and preparation for treatments</td>
<td>10</td>
</tr>
<tr>
<td>• effective use of hairdressing techniques</td>
<td>25</td>
</tr>
<tr>
<td>• excellent manual dexterity and use of equipment</td>
<td>25</td>
</tr>
<tr>
<td>• clear understanding and application of health and safety practices</td>
<td>10</td>
</tr>
<tr>
<td>• consistent demonstration of professional and pleasant customer service</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td>80</td>
</tr>
</tbody>
</table>

This mark should be transferred to the Module Results Summary Sheet

Internal Assessor’s Signature: _________________________________ Date: __________

External Authenticator’s Signature: _________________________________ Date: __________
Candidate Name: _______________________________  PPSN.: ________________________
Centre:  _______________________________________  Centre No.: _____________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Answer Questions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 short answer questions, answer any 20 (1 mark each)</td>
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<td></td>
</tr>
<tr>
<td>(Indicate questions answered)</td>
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<tr>
<td>Question No.:*</td>
<td>1</td>
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<tr>
<td>TOTAL MARKS</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

* The internal assessor is required to enter here the question numbers answered by the candidate.

Internal Assessor’s Signature: ____________________________  Date: ____________
External Authenticator’s Signature: ____________________________  Date: ____________
### FETAC Module Results Summary Sheet

**Module Title:** Hairdressing Theory and Practice  
**Module Code:** D20030  

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>80</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Maximum Marks per Marking Sheet**

- Mark Sheet 1: 80
- Mark Sheet 2: 20
- Total 100%

**Grade*:**
- **D:** 80 - 100%
- **M:** 65 - 79%
- **P:** 50 - 64%
- **U:** 0 - 49%
- **W:** Candidates entered who did not present for assessment

**Signed:**  
**Internal Assessor:** ___________________________ **Date:** ___________________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.
Glossary of Assessment Techniques

Assignment  
An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work  
A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination  
A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record  
A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.
The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
**Project**

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: *(some of these – about 2-4)*

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills Demonstration**

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.