



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package
For a
HAIR DRESSER**

Qualification Level: 1

Occupational Cluster: Art and Design

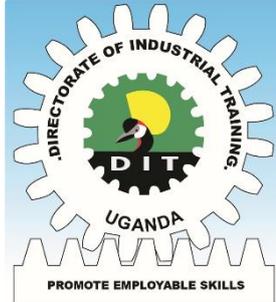
September 2020

Reviewed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by :

Government of Uganda



Assessment and Training Package

**For a
HAIR DRESSER**

**Qualification Level: 1
Occupational Cluster: Art and Design**

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Under BTVET Act, 2008, the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF.
- (b) To regulate apprenticeship schemes.
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF.
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate.
- (e) To accredit training institutions or companies as assessment centres.
- (f) To determine fees payable under the Act.
- (g) To develop, apply, expand and improve the purposeful application of Uganda vocational qualifications defined in the UVQF.
- (h) To assess and award Uganda Vocational Qualifications.
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading.
- (j) To prescribe the procedure for the making of training schemes.

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to;

- (a) Define occupational standards in the world of work.
- (b) Define assessment standards.
- (c) Award vocational qualifications of learners who meet the set standards of different studies.
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules.
- (b) Positive assessment and certification.
- (c) Assessment of prior learning.
- (d) Recognition of formal and non-formal training.
- (e) Self-paced or individual learning.
- (f) Work place learning.

For award and recognition of certificates, the BVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational Education and Training under the UVQF.
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.
- (3) The Certificates and Diplomas awarded under the Act shall be recognised in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- (a) Regulating Industrial Training and Trainers.
- (b) Developing Industrial Training Curricula.
- (c) Harmonising Curricula and Certificates of competence.
- (d) Assessing Industrial Training.
- (e) Development of Occupational Standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work.
- (f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organises and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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Word from Permanent Secretary

The Kajubi Report (1989) and the Uganda Government White Paper on Education Review (1992) emphasised that the Uganda Secondary School Education should be vocationalised.

The World Bank Report on education in Uganda 2007 observed that although Uganda was experiencing steady economic growth on one hand, the secondary education curriculum was inadequately addressing the social and economic needs of the country on the other. The Report further noted that it is not the very top academic cadres that contribute most to the growth of the GDP but rather the competent middle level technicians that are flexible and technologically literate that the economy needs in the labour market at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity (ii) high youth unemployment (38%) (iii) low transition rates from training to employment (35%) as some of the key challenges to Human Capital Development in Uganda.

In order to overcome these challenges, NDP III 2020/21- 2024/5, under objective 2 peaks the need to train the learners for the urgently needed skills and mainstream a dual education and training system. This paved way for the development of the lower secondary school vocational curriculum which supports both academic and vocational training.

The afore is in line with the Uganda Vision 2040. Under section 261, it emphasises that learners will be accorded opportunities to excel in the skills areas they are placed into. These will range from sports and cut to technical and vocational training. Hitherto, section 262 clearly states that the entire education system will be changed to emphasise practical skills, attitude and moral values.

Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive in the labour market. It should be emphasised that vocational training will produce graduates who are employable. In the New curriculum, emphasis will be on equipping learners with employable skills and competencies. This will enable learners perform the requisite duties of the specified occupations. This is the reason why the lower secondary school vocational curriculum was tailored to the assessment requirements of the world of work.

Reading from the Curriculum Framework page 12, it is stated that the learners will be assessed by DIT. Upon assessment and certification, the graduates will be employable and competitive in the labour market. It's against this background that DIT, within its mandate vested in the BTVET Act, 2008 comes on board to take the lead in the development of the requisite Assessment and Training Packages (ATPs) for the various occupations that will be assessed under the Lower Secondary Curriculum.

The ATPs can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **HAIR DRESSER QUALIFICATION LEVEL 1**.

Finally, I thank all individuals, organisations and review partners who have contributed and/or participated in the review of this noble document.



Alex Kakooza
Permanent Secretary

Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

- 0.1 **PART I: The Occupational Profile (OP) of a HAIR DRESSER.** This Occupational Profile which was reviewed by Hair Dressers practicing in the world of work mirrors the duties and tasks that Hair Dressers are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Hair Dressers both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: Assessment Instruments** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a HAIR DRESSER. These assessment instruments were reviewed jointly by job practitioners (Hair Dressers) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

0.7 The parts of this Assessment and Training Package were sequentially reviewed as follows:

- i Part 1: Occupational Profile: **August 2020**
- ii Part 2: Training Modules: **August 2020**
- iii Part 3: Assessment Instruments (initial bank): **August 2020**

This ATP (or parts of it) may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

DIT takes responsibility of any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. The suggestion can be communicated to DIT through P.O. Box 20050, Kampala or through email uvaf.dit@gmail.com.



Patrick Byakatonda
Ag Director

Acknowledgement

The Qualifications Standards Department of DIT acknowledges the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organisations:

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of Hair dressing from various secondary schools.
- Art and Design Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

Abbreviations and Acronyms

A&C	Assessment and Certification
ATP	Assessment and Training Packages
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-Working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TI	Test Item
TVET	Technical, Vocational Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing/ performing tasks in the world of work to set a standard.
Competency	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level.
CBET	Competence-Based Education and Training means that programs: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	<p>An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.</p> <p>Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.</p>

Occupational Profiles define what a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

Occupational profiles are the reference points for developing modular curricular and assessment standards.

Qualification A qualification is a formal recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

Task Job tasks represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be observed and measured. (*Also see: Duty*)

1.0 ATP-PART I

Occupational Profile for a Hair Dresser

- 1.1 The OCCUPATIONAL PROFILE (OP) for a “HAIR DRESSER” below defines the **Duties** and **Tasks** a competent Hair Dresser is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.
- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop, the panelists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panelists, facilitators and coordinators who participated in developing this Occupational Profile are listed on the following page.

¹ The DACUM-method was used. DACUM is an acronym for 'Develop A Curriculum'

Job Expert Panel

Atra Kose Martha

National Curriculum
Development Centre

Lubowa Paul

National Curriculum
Development Centre

Magumba Ibrahim

Malaika Vocational Training
Centre/Sparkles Saloon

Nanyondo Gorrettie

Tender Touch Unisex Saloon

Kiconco Hadijah

Icon Saloon

Mukankusi Mary

Movit Products LTD

Namisi Flavia

YMCA

Bakabulindi Isaac

Tina International School of
Beauty

Nambi Esther

Divine Esthetic Vocational &
Business Institute

Jokudo Jesca

Jimmy Ssekasi Business
Training Institute

Co-ordinator

Mukyala Ruth

Directorate of Industrial Training

Facilitators

Asiimwe Maureen

Directorate of Industrial Training

Babirye Pamela

Directorate of Industrial Training

Ninsiima Isabella

Directorate of Industrial Training

Funded by

The Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

For a

HAIR DRESSER

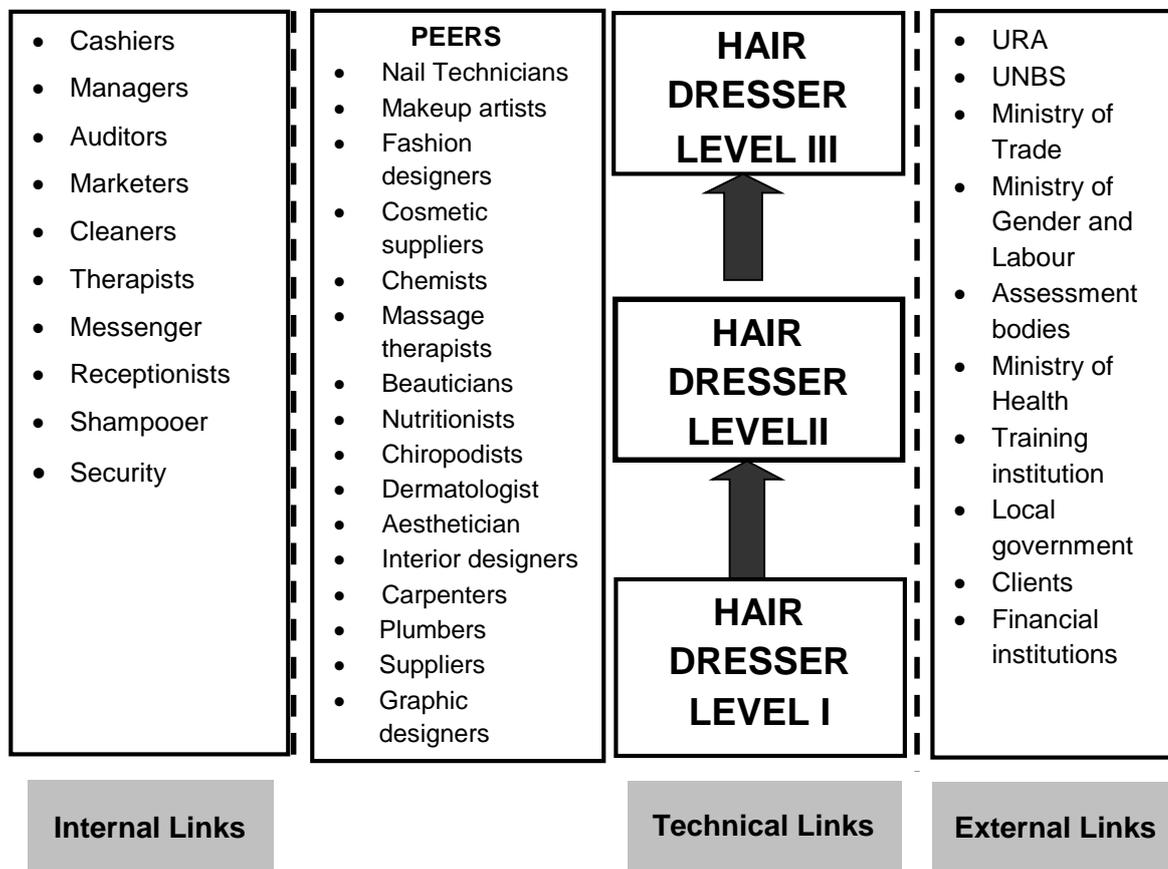
**Reviewed by: Directorate of Industrial
Training (Qualifications
Standards)**

**Dates of workshop: 14th – 18th September
2020**

NOMENCLATURE FOR THE OCCUPATION OF HAIR DRESSER

Definition: A Hair Dresser Is a person who analyses, designs, applies colour, cuts, conditions, styles hair and performs hair reformation according to the customer needs.

JOB ORGANISATION CHART FOR A HAIR DRESSER



UVQ Level I Hair Dresser; Is a person who shampoos, conditions, blow dries, blunt cuts, plaits double rope twist and cornrow, and applies temporary colour to hair.

UVQ level II Hair Dresser; is a person who does hair styling, texturing, semi-permanent colouring, plaits pencils and crochet, perms hair, weaves straight back, joined parting circular and uniform layered cuts.

UVQ Level III Hair Dresser; is a person who does permanent colouring, triple braiding, fancy hair styling, hair chemical reformation, hair reconstruction and graduated haircuts, hair thinning, bonding and installing closures, dread and locks, thermal styling and wig making.

Duties and Tasks

A. PLAN SALOON WORK	A1 Conduct Feasibility study	A2 Determine location	A3 Determine saloon type
	A4 Determine labour requirement	A5 Determine source of tools, material and equipment	A6 Prepare budget
	A7 Determine source of fund	A8 Plan saloon layout	

B. ESTABLISH SALOON	B1 Source fund	B2 Select site	B3 Secure site
	B4 Prepare site	B5 Purchase tools and equipment	B6 Design saloon layout
	B7 Legalise saloon		

C. PERFORM HAIRDRESSING	C1 Welcome client	C2 Consult client	C3 Prepare tools and materials
	C4 Drape client	C5 Analyse hair	C6 Relax hair
	C7 Style hair	C8 Reform hair	C9 Colour hair
	C10 Plait hair	C11 Bond hair	C12 Cut hair
	C13 Perform finishing		

D. MAINTAIN TOOLS, MATERIALS AND EQUIPMENT	D1 Organise work place	D2 Clean tools and equipment	D3 Repair tools and equipment
	D4 Replace tools and equipment	D5 Lubricate tools and equipment	D6 Disinfect tools and equipment
	D7 Test tools and equipment	D8 Check materials	D9 Take stock
	D10 Store tools, materials and equipment	D11 Label materials, tools and equipment	

E. MARKET SALOON	E1 Advertise saloon	E2 Prepare catalogues	E3 Offer after sales service
	E4 Carryout promotions	E5 Communicate with client	E6 Offer price package
	E7 Participate in exhibition	E8 Brand product	E9 Price products and services
	E10 Prepare portfolios		

F. PERFORM ADMINISTRATIVE TASKS	F1 Recruit workers	F2 Train worker	F3 Motivate workers
	F4 Keep records	F5 Remunerate workers	F6 Conduct meetings
	F7 Pay bills	F8 Monitor performance	F9 Provide customer care
	F10 Orient workers	F11 Appraise workers	F12 Assign duties
	F13 Pursue Continuous occupational development		

G. PERFORM OCCUPATIONAL/HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES	G1 Wear protective gear	G2 Clean workplace	G3 Sanitise tools
	G4 Sterilise machines	G5 Label products	G6 Sensitise workers on health issues
	G7 Perform firefighting	G8 Display safety signs	G9 Manage waste
	G10 Administer first aid		

Additional Information

Generic Knowledge & Skills

1. Plait hair
2. thermal hair styling
3. Different hair styles
4. Gel hair
5. hair care
6. Hair dye
7. Weave hair
8. Cutting skills
9. Set hair
10. Reform hair
11. Styling hair
12. Colour hair
13. Waste management
14. Defecting techniques
15. Making hair extensions and addition
16. Plaiting techniques
17. Making different hair products
18. Usage of tools, materials and equipment
19. Customer handling
20. Retouch hair
21. Treat and maintain hair
22. Shampoo hair
23. Oil hair
24. Condition hair
25. Computer skills
26. Business skills
27. Observation of safety precautions
28. Financial management
29. Regulations and policies
30. Storage
31. Stock taking
32. Labelling materials, tools and equipment
33. Clearing and forwarding
34. Human resource management
35. First aid administration
36. Marketing
37. Record keeping

Tools, Equipment and Material

1. Dryers
2. Steamers
3. Tonging machines
4. Sterilisers
5. Blow dryers
6. Shaving
7. Clippers
8. Funs
9. Chairs
10. Trolleys
11. Rollers
12. Combs
13. Head bands
14. Mirrors
15. Sinks
16. Scissors
17. Aprons
18. Brushes
32. Water tanks
33. Sanitary buckets
34. Dust bins
35. Shelves
36. Steaming cap
37. Curling wand
38. Curling Irons
39. Perm rods
40. Spiral rollers
41. Draping caps
42. Hair clips
43. Mixing bowl
44. Face shield
45. Stationery
46. Computers
47. Styling pins
48. Cotton wools
49. Spatulas
50. Measuring beakers

- | | |
|-----------------------------|----------------------|
| 19. Towels | 51. Sectioning clips |
| 20. Ear pads | 52. Water heaters |
| 21. Cutting shears | 53. Containers |
| 22. Towel warmers | 54. Thinning shears |
| 23. Pressing combs | 55. Shavers |
| 24. Gloves | 56. Threads |
| 25. Applicator/tint brushes | 57. Crotchet needles |
| 26. First aid kit | 58. Highlighting cap |
| 27. Ear caps | 59. Draping gown |
| 28. Make up kit | 60. Hair accessories |
| 29. Disinfecting jars | 61. Neck strips |
| 30. Lint remover | |
| 31. Head block | |

Attitudes / Traits / Behaviour

1. Punctual
2. Honest
3. Friendly
4. Kind
5. Patient
6. Responsible
7. Polite
8. Cooperative
9. Social
10. Confident
11. Smart
12. Good advisor
13. Welcoming
14. Physically fit
15. Trustworthy
16. Cautious
17. Skilful
18. Innovative
19. Creative
20. Neat
21. Presentable
22. Hardworking
23. Hygienic
24. Self-driven
25. Team player
26. Result oriented
27. Listener
28. Focused
29. Committed
30. Reliable
31. Shrewd

Future Trends and Concerns

1. Have more knowledge on chemical products and reaction
2. Hair growth, texture and scalp
3. usage of modern machines and equipment
4. Having formal qualifications
5. Having more knowledge on health and safety precautions
6. Make products (have knowledge of mixtures) government regulations
7. Advancement in technology
8. Mobile saloons
9. Epidemic and pandemics
10. Political instability
11. Religious influence
12. Cultural influence
13. Product pricing
14. Price fluctuations
15. Unfavourable tax policies
16. Formation of occupational associations
17. Competition
18. Export and import
19. Need for more research about hair products
20. Research institutions

- 32. Calm
- 33. Tolerant
- 34. Disciplined
- 35. Respectful
- 36. Organised
- 37. Flexible

2.0 ATP – PART II

Training Modules for a HAIR DRESSER

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for Curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of HAIR DRESSER to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centers, as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were reviewed jointly by both instructors and job practitioners. They were reviewed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the workplace; or a combination of both.

UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

In the Uganda Vocational Qualifications Framework, persons with qualifications **Levels 1, 2 and 3** are understood as **IMPLEMENTERS** in an occupation.

Level 1 Qualification shall mean that the individual is a **Semi-skilled Implementer**;

Level 2 Qualification shall mean that the individual is a **Skilled Implementer**;

Level 3 Qualification shall mean that the individual is **Highly Skilled Implementer (Working Supervisor)**.

The qualification descriptors for Levels 1-3 are described as follows:

	Dimension of qualification	Level 1: Descriptor	Level 2: Descriptor	Level 3: Descriptor
1.	Scope of work (duties and tasks)	Narrow range	Moderate range	Broad range
2.	Work environment and context	Uniform	Some variety	Variety
3.	Complexity of tasks (work sequence)	Simple	Sometimes complex	Complex
4.	Predictability of tasks	Routine tasks	Non-routine tasks	Occasionally unpredictable
5.	Team work	Usually works in a team	Works in a team with some autonomy	Works with teams
6.	Leadership	None	Intermediate Supervisor of subordinates	Supervisor of subordinates
7.	Autonomy (Supervision)	Under direct supervision	Under supervision by superiors	Some autonomy but checked on results by superiors
8.	Financial and physical Resources control	None	Limited control	Moderate control
9.	Creation of concepts and solutions	None	None	None but may make proposals

WHO IS HAIR DRESSER QUALIFICATION LEVEL 1?

A Hair Dresser Level 1 is a person who shampoos, conditions, blow dries, blunt cuts, plaits double rope twist and cornrow and applies temporary colour to hair.

TRAINING MODULES FOR A HAIR DRESSER UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/HD/M1.1	Treat and Maintain Hair	160	4
UE/HD/M1.2	Plait Hair	480	8
UE/HD/M1.3	Cut Hair	240	6
UE/HD/M1.4	Manage saloon	80	2
UE/HD/M1.5	Establish saloon	80	2
Summary	5 Training Modules	1040 hours	22 weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160hours of nominal learning

Information given on the average duration of training should be understood as a guideline. Quick learners may need less time than indicated or vice versa.

At completion of a module, the learner should be able to satisfactorily perform the included Learning Working Assignments, their Practical exercises and attached theoretical instructions, as the minimum exposure.

Prior to summative assessment by recognised agencies, the users of these Modules Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP.

Code	UE/HD/M1.1
Module title	M1.1: Treat and Maintain Hair
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Hair Dresser UVQ1)
Qualification Level	1
Module purpose	At the end of this module, the trainee shall be able to treat and maintain hair
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Shampoo Hair LWA 1/2: Condition Hair LWA 1/3: Perform Finishing LWA 1/4: Perform Occupational Health, Safety and Environmental Practices</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated until the trainee acquires targeted competence; 2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 1/1: Shampoo Hair PEX 1.1: Consult with client PEX 1.2: Prepare materials and tools PEX 1.3: Drape client PEX 1.4: Analyse hair and scalp PEX 1.5: Brush hair PEX 1.6: Wash hair</p> <p>LWA 1/2: Condition Hair PEX 2.1: Select conditioner PEX 2.2: Apply conditioner PEX 2.3: Steam hair PEX 2.4: Rinse out conditioner PEX 2.5: Set hair PEX 2.6: Dry hair</p>
	<p>LWA 1/3: Perform Finishing PEX 3.1: Consult client PEX 3.2: Apply styling aids PEX 3.3: Spray hair PEX 3.4: Undrape client PEX 3.5: Beat farewell PEX 3.6: Clean work area</p>

	<p>LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 4.1: Read and follow manufacturers' instructions PEX 4.2: Wear protective gears PEX 4.3: Observe personal hygiene PEX 4.4: Manage wastes PEX 4.5: Display safety sign PEX 4.6: Maintain sanitation PEX 4.7: Administer first aid PEX 4.8: Sensitise workers on prevailing health issues PEX 4.9: Practice product first in first out PEX 4.10: Perform firefighting</p>
<p>Occupational health and safety</p>	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Computer knowledge • Saloon product usage • Chemical products • Use of modern equipment • Surface conditioning • Deep conditioning • Steaming techniques • Different conditioning techniques • Hair styling • Hair drying technique • Guidance and counseling • Waste management • Customer handling • First aid administration • Regulations and policies • Usage of tools and materials • Hair and scalp manipulation • Hair treatment • Washing • Draping

	<ul style="list-style-type: none"> • Communication skills • Detangling • Setting • Different hair types • Different hair description • Principles of hairdressing • Presentation • Hygiene • Professional ethics • Color application • Hair analysis • Types of colours • Measurement and dimensions • Crisis management • Problem solving • Colour stencils • Colour correction • Different types of spray(colour)
Average duration of learning	<p>160 hours (20 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • <i>5 days of occupational theory and</i> • <i>15 days of occupational practice</i>
Suggestions on organisation of learning	<p>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a saloon setup and training institutions or its equivalent provided all equipment and materials required for training are in place.</p>
Assessment	<p>Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.</p>
Minimum required tools/ equipment/ implements or equivalent	<p>sinks, dryers, combs, brushes, steamers, mirror, rollers, perm rods, steriliser, chairs, spray bottles, hair clips, first aid kit</p>
Minimum required materials and consumables or equivalent	<p>shampoo, water, conditioner, hair food, setting lotion, moisturizer, styling mouse, head band, ear caps, finishing products, rugs, towels, shampoo caps, aprons, disinfectants, brooms, detergents</p>
Special notes	<p>None</p>

Code	UE/HD/M1.2
Module title	M1.2: Plait Hair
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Hair Dresser UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, the trainee shall be able to know the basic techniques of plaiting hair
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Braid Hair LWA 2/2: Make Corn Rows LWA 2/3: Perform Finishing LWA 2/4: Perform Occupational Safety, Health and Environmental Protection</p> <p>Note: <i>1. The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>2. The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></p>
Related Practical Exercises (PEXs)	<p>LWA 2/1: Braid Hair PEX 1.1: Consult client PEX 1.2: Prepare materials PEX 1.3: Drape client PEX 1.3: Wash hair PEX 1.4: Dry hair PEX 1.5: Comb hair PEX 1.6: Partition hair PEX 1.7: Fix braids PEX 1.8: Style braids</p> <p>LWA 2/2: Make Corn Rows PEX 2.1: Consult client PEX 2.2: Drape client PEX 2.1: Analyse hair PEX 2.2: Prepare tools and materials PEX 2.3: Oil Scalp PEX 2.4: Section hair PEX 2.5: Cornrow hair</p>
	<p>LWA2/3: Perform Finishing PEX 3.1: Consult client PEX 3.2: Apply styling aids</p>

	<p>PEX 3.3: Style hair PEX 3.4: Perform hot compress (warm towel) PEX 3.5: Spray hair PEX 3.6: Undrape client PEX 3.7: Bid farewell PEX 3.8: Clean work area</p> <p>LWA2/4: Perform Occupational Safety, Health and Environmental Protection Practices</p> <p>PEX 4.1: Wear protective gear PEX 4.2: Manage wastes PEX 4.3: Administer first Aid PEX 4.4: Sensitise workers on health issues PEX 4.5: Maintain personal Hygiene PEX 4.6: Display safety signs PEX 4.7: Carryout sanitation</p>
Occupational health and safety	<p>Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.</p>
Pre-requisite modules	<p>None</p>
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference material appropriately:</i></p> <ul style="list-style-type: none"> • Hair analysis • Differentiate types of hair extensions • Management of hair extensions • Computer skills • Customer care • Knowledge on proper use of hair materials and products. • Maintenance • Customer handling • Regulations and policies • Usage of tools and materials • Waste management • Different hair styles • Plaiting styles

	<ul style="list-style-type: none"> • Plaiting techniques • Different types of cornrows • Finishing techniques • First aid administration • Research • Washing • Drying • Conditioning hair • Hair treatment • Time management • Professional ethics
Average duration of learning	480 hours (60days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory and • 55 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a saloon setup and training institutions or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	sinks, dryers, combs, brushes, shampoo caps, steamers, mirror, rollers, perm rods, furniture, first aid kit, water heater, scissors, styling pins, razor blade, sectioning clips, needles, warmer.
Minimum required materials and consumables or equivalent	shampoo, water, apron, shampoo cap, hair bonnet, conditioner, hair food, setting lotion, sheen spray, moistures, styling mouse, towel, thread, cushion, headbands, draping gowns, draping caps, ear caps, hair accessories, candles, lighter
Special notes	None

Code	UE/HD/M1.3
Module title	M1.3: Cut Hair
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Hair Dresser UVQ1)
Qualification Level	1
Module purpose	At the end of this module, the trainee shall be able to trim hair and perform blunt cut
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Trim Hair LWA 3/2: Perform Blunt Cut LWA 3/3: Perform Finishing LWA 3/4: Perform Occupational Safety, Health and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires targeted competence;</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 3/1: Trim Hair PEX 1.1: Consult with client PEX 1.2: Drape client PEX 1.3: Analyse hair and scalp PEX 1.4: Prepare materials and tools PEX 1.5: Comb hair PEX 1.6: Wash hair PEX 1.6: Shape hair</p> <p>LWA 3/2: Perform Blunt Cut PEX 2.1: Consult with client PEX 2.2: Drape client PEX 2.3: Analyse hair PEX 2.4: Prepare tools and materials PEX 2.5: Brush hair PEX 2.6: Shampoo and condition hair PEX 2.7: Rinse hair PEX 2.8: Shape hair</p> <p>LWA 3/3: Perform Finishing PEX 3.1: Consult client PEX 3.2: Apply styling aids PEX 3.3: Style hair PEX 3.4: Spray hair</p>

	PEX 3.5: Undrape client PEX 3.6: Bid farewell PEX 3.7: Clean work area
	<p style="text-align: center;">LWA 3/4: Perform Occupational Safety, Health and Environmental Practices</p> PEX 4.1: Wear protective gear PEX 4.2: Manage wastes PEX 4.3: Administer first aid PEX 4.4: Sensitise worker's health issues PEX 4.5: Maintain personal Hygiene PEX 4.6: Display safety notices PEX 4.7: Sanitise tools and equipment PEX 4.8: Perform firefighting
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Trimming hair • How to handle scissors • Procedure of blunt cut • Procedure of cutting dry and wet hair • Hair texture • Marketing skills • Customer care • Financial literacy • Record keeping

	<ul style="list-style-type: none"> • Safety precautions • Customer handling • First aid administration • Hair cutting skills • Cutting style • Cutting techniques • Regulations and policies • Usage of tools and materials • Saloon portfolio • Human resource management • Professional ethics • Hygiene • Research • Maintenance
Average duration of learning	240 hours (30 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • 5 days of occupational theory and • 25 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a saloon setup and training institutions or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools/ equipment/ implements or equivalent	sectioning clips, towel warmer, shears, sink, combs, neck strips, mirrors, first aid kit, face shields, steriliser, waste bins, dryers, spray bottle, brushes, containers, trolley, furniture.
Minimum required materials and consumables or equivalent	towels, drapers, sanitiser, disinfectants, rugs, soap, moisturiser, brooms, water, head bands, neck strip band, talcum powder, aftershave,
Special notes	None

Code	UE/HD/M1.4
Module title	M1.4: Manage Saloon
Related Qualification	Part of: Uganda Vocational Qualification (HAIR DRESSER UVQ1)
Qualification Level	1
Module purpose	After completion of this module, the trainee shall be able to manage saloon.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Keep Records LWA 4/2: Perform Administrative Duties LWA 4/3: Maintain Tools, Equipment and Materials LWA 4/4: Market Saloon LWA 4/ 5: Perform Occupational Health Safety and Environmental Protection Practices</p> <p>Note: 1. <i>The learning exercises must be repeated until the trainee acquires a targeted competence.</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i></p>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Keep Records PEX 1.1: Prepare financial records PEX 1.2: Prepare human resource records PEX 1.3: Prepare inventory</p> <p>LWA 4/2: Perform Administrative Duties PEX 2.1: Recruit workers PEX 2.2: Assign duties PEX 2.3: Orient workers PEX 2.4: Pay taxes PEX 2.5: Supervise work PEX 2.6: Remunerate workers PEX 2.7: Motivate workers PEX 2.8: Reward workers PEX 2.9: Provide customer care</p> <p>LWA 4/3: Maintain Tools and Materials PEX 3.1: Prepare maintenance schedule PEX 3.2: Clean tools PEX 3.3: Replace tools PEX 3.4: Repair tools PEX 3.5: Sterilise tools PEX 3.6: Lubricate tools PEX 3.7: Disinfect tools PEX 3.8: Fumigate workplace</p> <p>LWA 4/4: Market Saloon PEX 4.1: Brand products PEX 4.2: Price products and services</p>

	PEX 4.3: Advertise product and services PEX 4.4: Exhibit products and services PEX 4.5: Offer aftersales services PEX 4.6: Offer price packages PEX 4.7: Prepare catalogues PEX 4.8: Offer promotion PEX 4.7: Sell products and services
	<p style="text-align: center;">LWA 4/5: Perform Occupational Health, Safety and Environmental Protection Practices</p> PEX 5.1: Display safety signs PEX 5.2: Administer first aid PEX 5.3: Wear protective gear PEX 5.4: Sensitise workers on health issues PEX 5.5: Manage waste PEX 5.6: Perform firefighting
<p>Occupational health and safety</p>	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
<p>Pre-requisite modules</p>	None
<p>Related knowledge/ theory</p>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Types of business • Human resource management • Financial management • Marketing • Usage of tools and materials • Storage of tools and materials • Record keeping • Labor laws • Regulations and policies • Customer handling • Security • First aid administration
<p>Average duration of learning</p>	80 hours (2 week 10 days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>03 day of occupational theory and</i> • <i>07 days of occupational practice</i>
<p>Suggestions on organisation of learning</p>	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training center or its equivalent provided that all equipment and materials required for this module training are in place.

Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank.
Minimum required tools or equivalent	computers, camera, pens, photocopier, calculators, telephone, furniture, waste bin, fire extinguishers, first aid kit, files, projectors, printers, ledger books, receipt books, printers, waste bin, boards, measuring tools, writing tools, calculator, exhibition tables, computer, construction tools.
Minimum required materials and consumables or equivalent	oil, stationery, water, disinfectant, dusters, rugs, brooms, detergents, toner, stationery, lubricants, advertising materials, packaging materials, writing materials, advertising materials, construction materials
Special notes	

Code	UE/HD/M I.5
Module title	M 1.5: Establish Saloon
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (HAIR DRESSER UVQ1)
Qualification Level	1
Module purpose	After completion of this module, a trainee shall be able to establish and sustain a saloon
Learning-Working Assignments (LWAs)	<p>LWA 5/1: Plan Saloon Activities LWA 5/2: Mobilise Resources LWA 5/3: Legalise Saloon LWA 5/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
	<p>LWA 5/1: Plan Saloon PEX 1.1: Develop saloon business idea PEX 1.2: Conduct research PEX 1.3: Determine market PEX 1.4: Determine human resource needs PEX 1.5: Determine financial resource needs PEX 1.6: Determine sources of materials PEX 1.7: Make budget</p> <p>LWA 5/2: Set up saloon PEX 2.1: Source funds PEX 2.2: Select site PEX 2.3: Secure site PEX 2.4: Prepare site PEX 2.5: Procure materials, tools and equipment. PEX 2.6: Transport materials and equipment PEX 2.7: Design saloon layout PEX 2.8: Install equipment</p>

	<p>LWA 5/3: Legalise saloon PEX 3.1: Acquire business name PEX 3.2: Register business PEX 3.3: Acquire operational permits PEX 3.4: Insure business</p>
	<p>LWA 5/4: Perform Occupational Health, Safety and Environmental Protection Practices PEX 4.1: Wear protective gear PEX 4.2: Administer first aid PEX 4.3: Display safety signs PEX 4.4: Observe general sanitation PEX 4.5: Manage waste PEX 4.6: Perform firefighting</p>
<p>Occupational health and safety</p>	<p>Precautions, rules and regulations of applications safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • ICT/Compute literacy • Business planning and management • Literacy and numerous skills • Accounting practices • Marketing techniques • Resource management • Procurement skills • Communication skills • Product design development • Research and innovation • E-marketing • Social responsibility
<p>Average duration of learning</p>	<p>80hours 10days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 days of occupational practice

Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	cameras, printers, ledger books, receipt books, printers, waste bin, boards, measuring tools, writing tools, calculator, exhibition tables, computer, construction tools.
Minimum required materials and consumables or equivalent	toner, stationery, advertising materials, packaging materials, writing materials, construction materials, oil, stationery, water, disinfectant, dusters, rugs, brooms and detergents.
Special notes	

3.0 ATP- PART III

Assessment Instruments for a Hair Dresser

- 3.1 **Assessment** of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards or not. In this ATP the **standards** to assess occupational competences are reflected in the form of the Occupational Profile and related Test Items.
- 3.2 Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors reviewed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items.
 - Multiple choice test items
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally or informally.
- 3.8 In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of field of HAIR DRESSER are included.

Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	2
4.	Written (Theory)- matching work sequence	1
5.	Performance (Practical) test items	1
Total		8

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 1			
Occupational Title:	Hair Dresser			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related modules:	M1.1			
Time allocation:	3 minutes			

Test Item	Give any two purposes of conditioning hair
Answer spaces	(i) (ii)
Expected key (answers)	(i) Moisturises hair (ii) Make hair smooth (iii) Disentangle hair (iv) Make hair manageable (v) Prevent damages to chemically treated hair (vi) Balances hair PH.

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 2			
Occupational Title:	Hair Dresser			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related modules:	M1.1			
Time allocation:	2 minutes			

Test Item	Mention any two types of hair styles that can be created after a roller set
Answer spaces	(i)
Answer spaces	(ii)
Expected key (answers)	(i) Pick style (ii) Bob style (iii) Push wave style (iv) Puff hair style (v) Straight back hair style (vi) French fold

DIT/ QS	Test Item Database Written (Theory) Test Item- No. 3			
Occupational Title:	Hair Dresser			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related modules:	M1.1			
Time allocation:	1 minute			

Test Item	Identify the main purpose of shampoo
Distracters and correct answer	A. Smoothen scalp B. Cleanse the hair and scalp C. Treat hair and scalp disorders D. Style hair easier

Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- No. 4			
Occupational Title:	Hair Dresser			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related modules:	M1.5			
Time allocation:	1			

Test Item	Which of the following data record is kept in saloon after each service?
Distracters and correct answer	A. Yearly records B. Weekly records C. Daily records D. Monthly records

Key (answer)	C
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Hair Dresser			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
		√		
Complexity level:	C2			
Date of OP:	September 2020			
Related Modules:	M1.4			
Time allocation:	5 minutes			

Test Item	Match the following tools used in the saloon to their functions
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Column A (Tools)	
A	Clipper
B	Clip
C	Pins
D	applicator brush

Column B (Functions)	
1	Apply product to hair
2	Trim hair
3	Brush hair
4	Hold hair during styling
5	Reduce thickness in hair
6	Hold Drape

Key (answer)	A:2, B:6, C:4, D:1
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Hair Dresser			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C 3			
Date of OP:	September 2020			
Related modules:	M1.1			
Time allocation:	6 minutes			

Test Item	Match the following terms in column A to their definition in column B
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Column A	
A	Hair texture
B	Hair porosity
C	Hair elasticity
D	Hair density

Column B	
1	Ability of hair to stretch
2	Length of hair
3	Degree of fattiness or coarseness of hair
4	Appendage of skin
5	Number of hairs per square inch
6	Ability of hair to absorb moisture

Key (answer)	A:3, B:6, C:1, D:5
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DIT/QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Hair Dresser			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
				√
Complexity level:	C3			
Date of OP:	September 2020			
Related Modules:	M1.1			
Time allocation:	10 minutes			

Test Item	Re-arrange the following steps of applying temporary colour in their right order
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Column A (chronology)	Column B (work steps) in wrong chronological order	
1 st	A	Shampoo hair
2 nd	B	Apply finishing products
3 rd	C	Drape client
4 th	D	Style client
5 th	E	Condition hair
6 th	F	Prepare tools and equipment
7 th	G	Dry hair
8 th	H	Spray on colour
9 th	I	Apply setting aids
10 th	J	Analyse hair and scalp
11 th	K	Welcome client
12 th	L	Consult client

Key (answer)	1-K,2-L,3-C,4-J,5-F,6-A,7-E,8-I,9-G,10-D,11-H,12-B
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PERFORMANCE TEST ITEMS (Samples)

DIT/ QS	Test Item Database Performance Test Item- no. 8
Occupational Title:	Hair Dresser
Competence level:	Level 1
Code no.	
Test Item:	Perform a blow dry and style hair.
Complexity level:	P1
Date of OP:	September 2020
Related module:	M 1.1
Related skills and knowledge:	<ul style="list-style-type: none"> • Different hair styles • How to manage hair • Wash hair • Conditioning hair • How to oil hair • Effects of shampoo on hair and scalp • Product knowledge • Blow drying techniques • Usage of materials, tools and equipment • Waste management • Time management • Drying • Customer handling • Communication skills • Finishing skills • Hygiene • Maintenance
Required tools, Materials and Equipment:	hand dryer, styling chair, combs, head bands, mirror, hair clips, face shield, pressing comb, stove, cooling pad, towels draper, neck strip, finishing product, sanitisers, lighter shampoo, washing basin, pressing oil, water heater
Time allocation:	2 Hours
Preferred venue:	Saloon setup or training centre
Remarks for candidates	<ul style="list-style-type: none"> ◆ Candidates must have personnel protective equipment
Remarks for assessors	<ul style="list-style-type: none"> ◆ Provide helpers for the candidates ◆ Provide all required tools, materials and equipment

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Cleaned hands	2	
		Dirt-free hands observed		1
		Short nails observed		1
		Wore protective gear Apron Flat shoes Face shield		3
		Cleaned work area	1	
		Dirt-free work area observed		2
		Selected required tools and materials	1	
		Assembled tools and materials observed		1
2	Receive clients	Welcomed, offered seat and greeted client	2	
		Consulted client	2	
3	Drape client	Requested client to remove jewellery	1	1
		Jewellery free client observed		1
		Placed a towel lengthwise across client's shoulders	1	1
		Towel laid lengthwise across client's shoulder observed		2
		Placed draping cape over the towel and fastened front	2	
		Fastened cape over towel observed		2
		No cape contact with client's skin observed		2
4 5	Analyse hair and scalp	Checked scalp for abrasion of wounds	1	
		Checked hair condition and texture	2	
		Analysed hair and scalp	2	
5	Shampoo hair	Partitioned hair		1
		Sectioned clipped hair observed		2
		Combed hair	1	
		Tangle free Hair observed		2
		Positioned client at shampoo bowl	1	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Positioned client at shampoo bowl observed		3
		Comfortable client observed		2
		Controlled water temperature	1	
		Warm water tested		2
		Poured water onto the hair	1	
		Wet hair observed		1
		Applied shampoo on hair	2	
		Massaged shampoo using finger pads	2	
		Repeated procedure of shampoo observed		1
		Rinsed hair	1	
		No shampoo residues observed		2
		6	Condition hair	Applied conditioner onto the hair
Massaged scalp and hair	3			
Conditioner left on hair for recommended time	3			
Combed through hair	2			
Detangled hair observed				3
Rinsed conditioner	1			
No conditioner traces observed				3
Towel blotted hair	1			
No dripping water from hair observed				3
7	Blow dry hair	Applied blow drying aids	2	
		Blow dried hair	2	
		Straightened-soft hair observed		3
8	Performed finishing	applied oil on the scalp	1	
		Oiled scalp observed		2
		Styled hair	1	
		Styled hair observed		1
		Wiped client's hair and nape line		2
		Undraped client		2
		Filled record card		2
9	Clean work place	Cleaned work area	1	
		Dirty free work area observed		3
		Cleaned tools and materials		1

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Stored tools and materials		2
		Re-organised workshop	1	
		Organised work place observed		1
	TOTAL		48	35
	Maximum score (Y)	(XY)	85	

4.0 ATP- PART IV

INFORMATION ON REVIEW PROCESS

4.1 Occupational Profile Review (September 2020)

The Occupational Profile was exclusively reviewed by job practitioners who were working in the Hair Dresser occupation, Secondary school teachers who double as examiners of Art and Design with the Uganda National Examination Board (UNEB) and Curriculum Development Specialists working with the National Curriculum Development Centre (NCDC).

4.2 Training Module Review (September 2020)

Based on the Occupational Profile for Hair Dresser of September 2020, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Review (September 2020)

Based on the Occupational Profile for Hair Dresser of September 2020, and Training Modules, Test Items were reviewed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package development was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment.

Active participation of both instructors and job practitioners' panels consolidated the development philosophy.

The panelists worked as teams in workshop settings complemented by off-workshop field research and literature review activities including international benchmarking.

4.5 Review Panel

The participating panels of Job Practitioners required at different stages were constituted by members from the following organisations:

	Name	Institution/ Organisation
1.	Atra kose Martha	NCDC
2.	Lubowa Paul	NCDC
3.	Magumba Ibrahim	Malaika VTC/Sparkles Saloon
4.	Nanyondo Gorettie	Tender Touch Unisex Saloon
5.	Kiconco Hadijjah	Icon Saloon
6.	Mukankusi Mary	MOVIT product limited
7.	Namisi Flavia	YMCA
8.	Bakabulindi Isaac	Tiner International School of Beauty
9.	Nambi Esther	Devine Estheric Vocational and Business Institute
10.	Jokudo Jesca	Jimmy Sekasi Business Training Institute

QUALITY CHECK PANEL

No.	Name	Organization
1.	Ndiwalana Florence Mirembe	Beauty Tips
2.	Mutaawe David	Tem
3.	Bakabulindi Isaac	Tiner
4.	Nakibuka Flavia	DIT
5.	Luwedde Sylvia	Tatiana
6.	Ainebyona Pretty	DIT

4.6 Facilitator team

This Assessment and Training Package was reviewed by a Facilitator team listed below:

1. **Team Leader:** Ms. Mukyala Ruth Ag. Deputy Director/QS Dept, DIT
2. **Facilitators:** (Occupational Profile Development) – Asiimwe Maureen DIT, Ninsiima Isabella DIT, Babirye Pamela DIT
3. **Facilitators for quality check:** Kusasira Agnes, Ahimbisibwe Judith and Namwebya Sarah as Data Entrant
4. **DIT Data Entrants:** Weere Joan Brenda, Obitre Ronald
5. **Compiled by:** Weere Joan Brenda Data Entrant DIT
6. **Edited by:** Ms. Mukyala Ruth Ag. Deputy Director QS Dept. DIT
7. **Coordinated by:** Mr. Byakatonda Patrick, Ag. Director, DIT;

4.7 Reference time:

The Assessment and Training Package was compiled in September 2020 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

References:

1. Fundamentals of hair dressing 6th Edition
2. Hair Dressing for African and curly Hair Types written by Sandra Gottens, June Forbes and Patricia Livingstone
3. Milady Standard cosmetology 2012
4. City and Guilds Hair dressing from London level 1&2



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