

Leaving Certificate Applied

Overview Hair & Beauty



What is the Leaving Certificate Applied?

- Distinct, self-contained two-year Leaving Certificate programme
- Aimed at preparing learners for adult and working life
- Emphasises forms of achievement and excellence which the established Leaving Certificate has not recognised in the past
- Offers learners specific opportunities to prepare for and progress to further education and training

Who would benefit most?



- Learners who are not adequately catered for by other Leaving Certificate programmes
- Learners who choose not to opt for those programmes

Key Underlying Principles



- Student centred curriculum
- Personal and social development
- Integration across the curriculum
- Team work
- Basic skills (literacy)
- Active teaching/learning methodologies
- Reflection
- Links with the community

Hair & Beauty



Four modules are available:

- Salon & Customer Care
- Haircare
- Beautycare
- Bodycare

Hair & Beauty



- Vocational Specialism?
- Elective?

Vocational Specialism Options



- Agriculture/Horticulture
- Hotel Catering and Tourism
- Engineering
- Technology
- Office Administration and Customer Care
- Childcare/Community Care
- Graphics and Construction Studies
- Craft and Design
- **Hair and Beauty**
- Information and Communications Technology
- Active Leisure Studies

Hair & Beauty as a Vocational Specialism



- **Four modules** are completed in any order
 - Each module successfully completed as a Vocational Specialism is worth 1 Credit.

4 Modules x 1 Credit = 4 Credits

- **One Task** is to be completed at the end of session 2 in Year 1, **or** in Session 3 in Year 2.

The task is worth 10 Credits

- **A Final Exam** is completed at the end of Session 4, in Year 2.

- The final exam comprises two parts: a written exam and a practical exam.

The final exam is worth 12 credits.

Hair & Beauty as an Elective



- **1- 4 modules can be selected** and completed in any order.
 - Check with your co-ordinator about the number of modules you are expected to complete per session.
 - Each module successfully completed as an elective is worth 2 Credits.
- **A Task is not anchored in an elective.**
 - However the elective should feed in to other tasks particularly ‘the personal reflection task’
- **There is no Final Exam** for electives

Familiarisation with the Hair & Beauty Modules



Activity – 4 groups (one group per module)



Each group reads and familiarises themselves with their module

One large sheets of paper...

1. Summarise very briefly what the module is about.
2. Identify any new words that students will need to learn

Report to the larger group

Title of Module:

Summary:

Word Bank

Supporting Literacy: Word Banks



- Developing a word bank for a module can help to support a student's basic skills and can be used in a number of ways. It can:
 - Introduce students to new terminology specific to the Hair & Beauty modules
 - Provide a list of most commonly used words in a module
 - Clarify the meanings of words
 - Provide a resource for correct spelling
- Word banks can be drawn up in advance by the tutor and presented to students as a word bank booklet or as a wall poster.
 - This can be used by the tutor as a teaching aid and as a resource for students to look up correct spellings.

Supporting Literacy: Word Banks

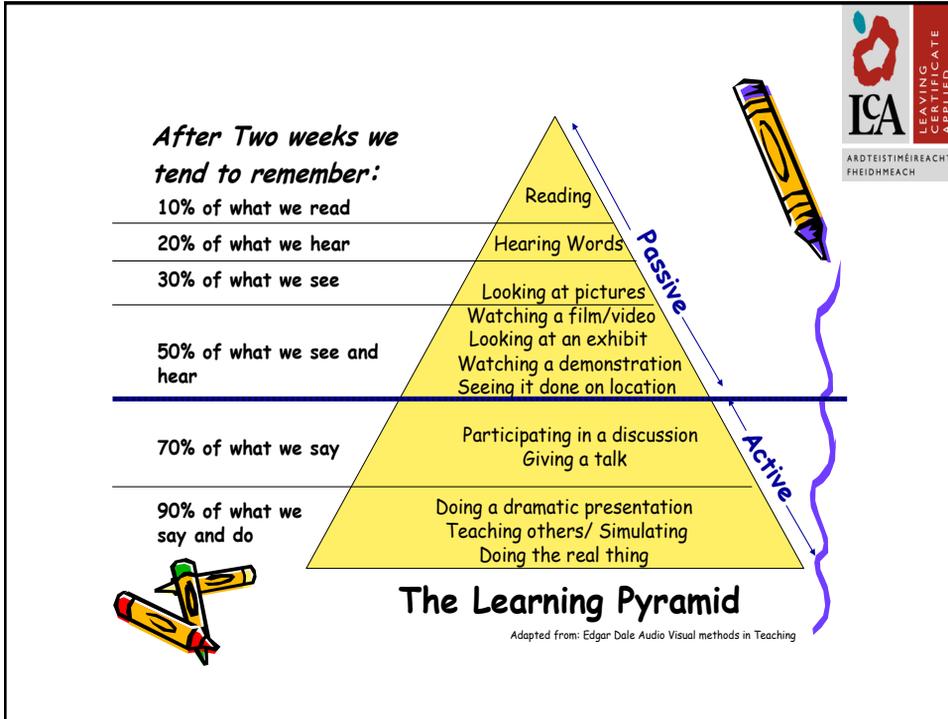
- Word banks can also be given to students as blank templates that they can fill in themselves as they work through a module and come across new words.
- Word banks can be used as a resource for worksheets e.g.
 - Students are presented with a range of sentences that have missing words. Students select the correct missing words from the word bank to complete sentences or
 - Students are presented with a number of sentences explaining different terms or describing items of equipment etc.
 - The students select the word from the word bank that best fits the description they have been given.

Methodology

Active teaching and learning methods that engage learners in the learning process are strongly encouraged in Hair & Beauty...

I hear, and I forget
I see, and I remember
I do, and I understand
Chinese Proverb





Active Teaching/Learning Group Activity



1. In small groups brainstorm the factors that should be considered when choosing a face mask
2. Report factors to larger group
3. Choose a partner to work with
4. Select and apply a face mask to your partner
5. Evaluate the mask and the activity
6. Report to the larger group

Evaluating a face mask

- Ease of application
 - Instructions, consistency, equipment needed etc.
- Feel / experience on the skin
 - Smell, texture, sensation, removal etc.
- Condition of skin afterwards

Assessment Overview

3 Modes

Satisfactory completion of Modules	62 credits (31%)
7 Student tasks	70 credits (35%)
Final examinations	68 credits (34%)
Total	200 credits (100%)

Certificate awarded at three levels:

Pass	60-69 %	(120 - 139 credits)
Merit	(70-84 %)	(140 - 169 credits)
Distinction	(85-100 %)	(170 - 200 credits)



Assessment of Modules

Successful completion of a Hair & Beauty module for either an Elective or a Vocational Specialism requires:

- **90% attendance**
 - Teachers must keep their own record of attendance for
 - the module
- Evidence of completion of **all 4 key assignments** for each module

Key Assignments

- **All four** key assignments listed at the end of each module must be completed *to the best of the learner's ability (no marking or grading)*
 - The key assignments cannot be changed / substituted with different assignments
- A student who doesn't complete all four key assignments will not successfully complete the module
 - Teachers must keep a record of the key assignments that students complete (Its very easy for a student to miss out on the completion of a key assignment due to absence)

Key Assignments



- Some key assignments will be individually carried out while others will lend themselves more to group work
- Key assignments must be stored securely and kept until after the appeals period has passed

Example:

Key Assignments: Module 1: Salon & Customer Care



Key assignment 1

I completed a study of the role and duties of a hairdresser or beautician

Key assignment 2

I interviewed a receptionist and kept a record of the interview

Key assignment 3

I used my IT skills to design a health, hygiene and safety checklist for a salon

Key assignment 4

As part of a small group I designed a hair or beauty salon and presented the information on a poster or in a 3 D format

Key assignment:

Example

I made a collage / poster or video of current trends and fashions in hairdressing

Poster could be...

- General
- Male/female
- Older/younger
- Short hair
- Long hair
- Up styles
- Occasions e.g. debs, weddings etc.
- Etc



Student Task

See: Programme Statement & Outline of Student Tasks :
<http://www.ncca.ie/uploadedfiles/Curriculum/LCA%20prog.pdf>

A practical activity by which learning is applied to either:

- The development of a product
- The investigation of an issue
- The provision of a service
- The staging of an event

Purpose

Vehicle for curriculum integration of as many courses as possible



Task Criteria



- Substantial piece of work
 - 10 hours activity per student excluding the report
- Individual task or group task
 - 10 hours activity for each student
- Individual report on each task
- Relevant
- Doable within the time frame

Assessment of Tasks



Requirements

- Evidence of task completion
- Individual task report
- Individual presentation of task at interview with external examiner

7 Tasks

- 1 Voc Prep task 10 credits (5%)
- 2 Voc Ed tasks 10 credits each (5%)
- 1 General Ed task 10 credits (5%)
- 1 Personal Reflection task 10 credits (5%)
- 1 Contemporary Issue task 10 credits (5%)
- 1 Practical Achievement task 10 credits (5%)

Timing of Tasks

Session 1	Session 2	Session 3	Session 4
	Vocational Prep task (10 credits)	Contemporary Issue task (10 credits)	
	Vocational Education task (10 credits)	Vocational Education task (10 credits)	
General Education task (10 credits)		Practical Achievement task (10 credits)	
Personal Reflection Task ongoing leading to Reflective Statement 1		Personal Reflection Task ongoing leading to Reflective Statement 2 (10 credits)	

Assessment Criteria for Task Report

- Title
- Statement of Aim
- Action Plan
- Research Activity Undertaken
- Execution of the Task
- Presentation and Analysis of Findings
- Statement of Learning Outcomes
- Evaluation of the Student's own contribution
- Integration Across the Curriculum



TASK Planning Questions for individual students...

- What do I think my Task is going to be about?
- Why have I chosen this Task?
- What course/s is the Task based in?
- Will it be an individual or group Task?
- What parts of the Task do I think I will be good at?
- What parts will I need help with?
- What teacher is going to take a special interest in my Task?
- What do I hope to learn from doing this Task?
- Who have I discussed this idea with?
- What do I already know about my Task idea?
- What else do I need to find out about this idea?



- What skills do I need to develop?
- How will I get this information and/or develop these skills?
- Who are the people I need to talk to and/or write to?
- Are there places I need to visit?
- Are there things I need to see?
- What materials and equipment do I need and how much will these cost?
- What other courses in particular can contribute to the completion of the Task?
- How am I going to present this Task?

GROUP TASK Planning Questions

- How many students are in my group?
- Who exactly is in my group?
- What is each member of the group good at?
- What is each member of the group going to do?
- What are the details of what I am going to do?
- Do I have a good understanding of the whole task?
- Am I clear how my contribution fits into this group task?
- Are we going to work well together?
- Have I enough to do?
- Which parts of our finished group task will be similar and which will be different for the individuals involved?

Time Management Questions

- How much time do I have to do this Task?
- Am I taking on too much / too little in the time I have available?
- What is my starting date /completion date?
- Can I produce an outline of the order and expected completion dates for the main parts of my Task?
- Do I have a checklist to keep me on track?
- Who is the teacher offering me advice and guidance in relation to this Task and what dates have I arranged to meet her/him?
- Have I a list of the things I need to get and by when?
- What will I do if I can't keep to my time /planning schedule?
- What could slow me down/ distract me from doing the Task?



GROUP TASK Time Management Questions

- Will the group hold planning meetings to monitor progress?
- When and where will we hold them and how many will we have?
- How will decisions be made?
- Will I have an equal say in these decisions?
- How will we be sure that we finish this Task on time?



TASK Implementation Questions



- What methods am I using to get my information or to show what my Task is about?
- What special equipment and/or materials am I using?
- Do I need permission/supervision to use/handle the equipment I need?
- Am I keeping everything in a safe place?
- Am I keeping to my plan/schedule?
- Am I monitoring my progress carefully?
- Can I make decisions on my own or do I need to consult with somebody?
- Can I identify anything else I have learned to help me make decisions about my Task?
- Have I considered a number of possible solutions for any problems I come across in my Task?
- Have I included lots of my own ideas?

GROUP TASK Implementation Questions



- How are we going to solve problems in the group?
- What other skills have we got that we can use?

TASK Recording Questions



- Will I use a diary or logbook or some other method to record everything that I have done?
- How will I record what I have found out?
- Will I produce any drawings, plans, videos, photographs, product etc. that will form part of my Task?
- Will I include copies of all the letters I sent even if I have received no reply?
- Will I include copies of interviews, questionnaires etc?
- Have I provided a list of the books, their authors and the publishers that I have consulted or looked at?
- Have I included an index at the start of my report to show the different sections?
- Do I want to acknowledge anyone's help?
- What other Leaving Certificate Applied courses did I use to help me complete my Task?

TASK Recording Questions



- What did I take from these courses to help me complete my Task?
- Was it a skill, information or idea?
- Is there any other way I could have used these courses in my Task?
- Are there any other courses I could have used?
- Have I made reference to these courses in my report?

GROUP TASK

Recording Questions



- Is everyone clear about what they have to do and their part in the Task overall?
- Are our meetings going well?
- Am I making worthwhile contributions to the meetings?
- Are my ideas being taken on board?
- Are we on schedule?
- Are we working as a team or is everybody going their own way?
- Are we talking to each other and sharing our ideas and experiences?

TASK Reviewing / Evaluating

Questions



- What did I learn from the information I collected /the production I was involved in/the product I produced/the action I took for this Task?
- How did this compare with what I hoped to learn at the beginning of the Task?
- How well did I keep to my plan?
- What did I enjoy most about doing this Task?
- What did I dislike about doing this Task?
- Which parts did I do well and why do I think I did these well?

TASK Reviewing / Evaluating Questions

- If I have made something, is it safe to handle and of good quality?
- Did anything take longer than expected?
- Which parts were particularly difficult and which were easy to do and why?
- If I was doing this Task again, what could I improve on?
- How helpful were people in giving me information, showing me how to do things etc?
- Did I encounter any unexpected obstacles in completing the task?
- How did I overcome these obstacles?



GROUP TASK Reviewing / Evaluating Questions

- Was I happy with the task that I had to do?
- What contribution did I make?
- How did our team get on?
- How well did I work as part of a team?
- What were the good things about being part of a team?
- How well did the whole task come together?
- If I was going to work in a team task again, would anything need to be changed in the way we worked together or divided out the jobs?



GROUP TASK Reviewing / Evaluating Questions



- Would I like to keep the job/role I had or would I change it for another or for something that wasn't thought of at all?
- How clear am I, and how clear is my presentation, on who did what?
- Overall what did we learn as a group?

TASK Presentation Questions

Does my report include the following sections?



- Name of my Student Task
- My aim(s)
- My plan
- What I found out and what it means if my Task was an investigation
Or
- What I made and how suitable it is for its purpose if my Task was a product
Or
- The event we staged and how it turned out if my Task was an event

TASK Presentation Questions



Or

- The action I took and how effective it was if my Task was an action

Or

- The service I provided and how effective it was if my Task was a service
- What I think of my work on the Task
- What other courses helped me with my Task

TASK Presentation Questions



- How neat and attractive is my presentation?
- Is everything orderly and in the right place?
- Can I use the computer to do parts of my Task report e.g. text, charts etc.
- Have I written the report in my own words and not copied chunks from other students or from books or the Internet?
- Is my report easy to read?
- Can I include any other material to make my Task easier to understand?

TASK Presentation Questions



- Have I put too little/too much content into my report and portfolio?
- Have I kept my report separate from my diary/log/portfolio?
- If I was part of a group task, have I got a good understanding of the whole task and can I describe what I did in particular?
- Can I talk about teamwork?

TASK Interview Questions



- Do I know enough about my Task to be able to discuss it with the interviewer?
- Can I explain why I choose this idea for my Task?
- Can I talk comfortably about each section of my report?
- Can I talk about the knowledge I have gained?
- Can I talk about the skills I have used to complete this Task?
- Can I talk about any changes I had to make or any problems I encountered?
- Can I suggest any changes that I would make if I were to do this Task again?

TASK Interview Questions



- Do I know what I have used from other courses to help me complete my Task?
- Can I describe how this Task brings together a lot of what I have learnt from doing the Leaving Certificate Applied programme?
- Do I have any ideas of how this Task could help me in the future?



Activity: Task Ideas



- Using the same groups and modules as earlier brainstorm a range of task themes that students could source from the module
- Report ideas to the larger group

Final Examinations

English and Communications Oral plus Written incorporating audio visual	12 credits
Vocational Specialisms (2) Practical and Written	12 credits (each)
Languages (2) Oral plus Written incorporating aural	6 credits (each)
Social Education Written incorporating audio tape	10 credits
Mathematical Applications Written	10 credits
Total	68 credits



Final Hair & Beauty Examination

- Completed at the end of Session 4 in Year 2
- Worth 12 credits
- Comprises two parts: a *written* exam and a *practical performance* test
- *Copies of past examination papers can be found on www.examinations.ie*



Written Examination

- Carries a weighting of 60% in the final examination of Hair & Beauty
- Examination Time allocation of 1 ½ hrs
- 4 sections – 1 section for each of the four modules.
 - 2 questions in each section – 1 question to be answered from each of four sections
 - questions of equal value = 60 marks each
 - structured questions that are divided into parts e.g. a, b, c, d,....requiring reasonably short answers.
 - visuals, drawings, symbols etc. where appropriate to facilitate the answer.
 - Some questions that require the student to sketch or support their answer with diagrams.

Practical Performance Test

- The Practical Performance test carries a weighting of 40% of the final examination mark
- Each performance test has a time allocation on the day of 90 minutes
- 4 x assignment briefs are issued in session four.
- Two of the assignments focus on practical skills in hair and the other two on beauty
- Each brief contains specific details of the practical exam
- Performance tests change each year

Practical Performance Test



- Tests take place at the end of session 4
- Briefs are sent in advance to schools
- Students draw their tests 2 weeks prior to practical exam
 - this facilitates: research, finding the right model, practice etc.
- Practical performance tests are examined by external examiners
- Examiners contact the schools in advance to arrange dates etc.

Practical Performance Test



- Desired no of candidates examined together is 8
- Examiners facilitate smaller nos where space / facilities are limited.
 - this must be discussed in advance with the examiner
- All four briefs should be used
 - e.g. where there is a group of 6 students being examined together, each of the four briefs should be used plus 2 others

Practical Performance Test



- On the day of the practical exam each candidate works on a model
 - Models cannot be Hair & Beauty students from the same year but can be students from another year if they meet the brief
- Candidates will be required to bring a folder to the exam containing preparatory work carried out beforehand
- 10-15 minutes before the end of the exam the candidate needs to carry out an evaluation and reflection on the performance test carried out by them

Practical Performance Test



- Schools delivering Hair & Beauty for the first time should study past briefs early and carefully to ensure that they have sufficient facilities and equipment to accommodate the practical exams

LCA Office



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