



# Public Verification of Occupational Certificate and Qualification Assessment Specification Documents

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**Hairdresser**

**21 October 2013**

## Introduction on Public Verification

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## Introduction

The documents submitted for verification was developed in accordance with the policy framework established by the Quality Council for Trades and Occupations (QCTO)

### 1. The revised qualification landscape

The QCTO is a new body established in terms of the NQF and the Skills Development Acts to oversee the establishment and quality assurance of a sub-framework of the NQF for trades and occupations.

Occupational qualifications are a feature of the revised National Qualifications Framework and are designed to address skills needs in the labour market.

They will replace legacy occupational qualifications such as those for the trades and work-focused unit standards-based qualifications.

### 2. Implications

The Occupational Certificate attached to this document will replace all current unit standards based qualification in Hairdressing, and will in future be used for the training of persons employed in the specified occupation.

Learnerships based on current unit standards-based qualifications will be replaced by learning programs delivered aligned with the new qualification.

### 3. Curriculum Document

Occupational qualifications are based on the development of an occupational curriculum, which sets specifications for:

- Theory and knowledge
- The practical skills, which underpin the work
- The work experience requirements, which develop occupational competence

Each of these contains the internal (provider) assessment requirements as well as the criteria for the accreditation of providers and the approval of workplaces.

### 4. The Qualification Assessment Specification Document

Occupational qualifications are also based on the development of a set of specifications for an external final integrated summative assessment, which reflects occupational competence, ie a kind of 'board exam' or 'trade test'.

The external assessment will be managed and administered by a body appointed for this purpose in terms of a Service Level Agreement with the QCTO.

## This Occupational Certificate

### 1. Background

The Services SETA applied to the *Quality Council for Trades and Occupations* to develop occupational qualifications for Hairdressers.

At a QCTO Scoping meeting held on 10 June 2013, stakeholders with an interest in this occupation confirmed:

- Hairdressers is a listed trade and this qualification will re-introduce a full trade qualification for Hairdressers
- The scope of the occupational qualification
- Appointment of the Services SETA as the QCTO's Development Quality Partner (DQP) to resource, co-ordinate and manage the development process
- To address this curriculum development project for the Hairdresser as a future Occupational Certificate.
- The National Artisan Moderation Body (NAMB) will act as the QCTO's Assessment Quality Partner (AQP) and will manage the external assessment process. The NAMB will act as the QAP for all trades as provided for in the Skills Development Act.

## 2. Working group

A working group has met on a number of dates and developed this Occupational Certificate and the Qualification Assessment Specification document submitted for your verification.

The working group consisted of the following recognised experts:

- Stephen Delport
- Suzaan Saayman
- Kenneth Mokgosi
- Willie Pietersen
- Maya Rampersad
- Catherine Conradie
- Marietta Millard
- Tertia Strauss
- Mary – Anne Wessels
- Mary – Ann Cole
- Brenda Maasdorp
- Ursula De Wee
- Fatima Fernandes
- Sonto Khoba
- Andre Wessels
- Victor Msomi
- Elton Mokotedi
- Ruth Malinga
- Riani Van Wyk
- Catherine Viljoen
- Sean Walker
- Esme Hin
- Juanita Kululiwe Mpakati
- Bongani Mabunda
- Lesley Khan
- Denise Cilliers
- Suzette Coetze
- Norma Alexandra
- George Nkabane
- Charmaine Joubert
- Chantelle Jordaan

- Chantel Van Burren
- Mimmi Biggar
- Jabu Stone
- Suzanne Francis
- Maureen Joubert
- Gerhardus Van Staden

## Circulation for comment and approval

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**Attached documents**

The occupational curriculum and the Qualification Assessment Specification Document have been attached for your insight and comment.

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**Submission of comments**

Should you have any questions, comments, suggestions or change requests, please submit these to:  
Wadzanai Chigu

[oqd@serviceseta.org.za](mailto:oqd@serviceseta.org.za)

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**Closing date**

Submissions are due by close of business on **29 November 2013**

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**Replace**

This occupational qualification, once registered, will replace any training schedules, unit standards-based qualifications or specific industry qualifications for Hairdresser.

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## The Public Comment Section

### How do I comment?

- 1) Read the documents that were sent to you as a separate attachment to the mail you received.
- 2) Respond to the questions listed in this section.
- 3) Then copy and paste this section into an email and send it to:

[oqd@serviceseta.org.za](mailto:oqd@serviceseta.org.za)

by **29 November 2013.**

### Occupational Curriculum Document

<b>General Impression</b>	Do you regard the curriculum document as a complete reflection on the key knowledge areas, practical skills and experiential learning areas for future training of hairdressers? I agree/I disagree. I suggest:
<b>Knowledge Modules</b>	The Knowledge Modules will be delivered in a controlled learning environment such as a classroom.  Do you agree with the scope and content of the list of knowledge modules included in the Curriculum?
Delete whichever is not applicable	KM-01: Introductory studies for Hairdressers I agree/I disagree. I suggest:
	KM-02: Hair and skin I agree/I disagree. I suggest:
	KM-03: Shampooing, conditioners and treatment I agree/I disagree. I suggest:

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KM-04: Communication and sales

I agree/I disagree.

I suggest:

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KM-05: Hair styling

I agree/I disagree.

I suggest:

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KM-06: Hair Cutting

I agree/I disagree.

I suggest:

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KM-07: Chemical hair services

I agree/I disagree.

I suggest:

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**Practical Skills  
Modules**

The Practical Skills modules will be delivered in a controlled simulated environment such as a fully equipped training centre.

Does the scope and content of the list of practical skills modules will adequately develop the competencies required by professional hairdressers?

Delete  
whichever is not  
applicable

PM-01: Shampoo, condition and treat scalp and hair

I agree/I disagree.

I suggest:

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PM-02: Style hair

I agree/I disagree.

I suggest:

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PM-03: Cut hair

I agree/I disagree.

I suggest:

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PM-04: Colour hair

I agree/I disagree.

I suggest:

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PM-05: Provide chemical hair treatments

I agree/I disagree.

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I suggest:

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PM-06: Maintain professional customer services  
I agree/I disagree.  
I suggest:

**Work Experience Modules**

Work Experience Modules provides an opportunity for the learner to gain experience in an authentic work environment.

Do you think the scope and content of the work experience modules will sufficiently provide opportunities for the learner to be exposed to work practices and to build competencies in Hairdressing?

Delete whichever is not applicable

WM-01: Provide shampooing, conditioning and treatment of hair and scalp services in a hair salon  
I agree/I disagree.  
I suggest:

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WM-02: Provide hair styling services in a hair salon  
I agree/I disagree.  
I suggest:

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WM-03: Provide hair cutting services in a hair salon  
I agree/I disagree.  
I suggest:

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WM-04: Provide chemical hair treatment services in a hair salon  
I agree/I disagree.  
I suggest:

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WM-05: Maintaining professional standards when interacting with clients  
I agree/I disagree  
I suggest:

**Knowledge, practical skills and work experience**

Will the knowledge modules develop a sufficient theoretical knowledge basis?  
Are the practical skills (off-the-job) and work experience activities (on-the-job) sufficient?  
Or is there additional theory they should learn, skills they should learn or additional workplace processes and activities the apprentices should be exposed to?

Delete whichever is not

I agree/I disagree.  
I suggest:

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applicable

**Further Comments  
on the Curriculum  
Document**

Further comments submitted for consideration by the Work Group

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## Qualification Assessment Specification Document (QAS)

**Integrated  
Assessment Focus  
Areas**

The Integrated Assessment Focus Areas and Associated Assessment Criteria can be equated to the qualification outcomes and associated assessment criteria. These statements in the QAS will guide the development of revision of the future trade test for Hairdressers.

Delete  
whichever is not  
applicable

I agree that these broadly define what learner should be assessed against during the trade test  
I agree/I disagree.  
I suggest:

**Criteria for  
registration of  
Assessors**

The criteria for registration of assessors will guide the appointment of future assessors for trade test assessments

Delete  
whichever is not  
applicable

I agree that these broadly define the profile of a person that can assess learners during a trade test  
I agree/I disagree.  
I suggest:

**Further Comments  
on the QAS  
Document**

Further comments submitted for consideration by the Work Group

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