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SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)				Department of Teacher Training and Technical Education (DTT & TE)									
TITLE		DIPLOMA IN HAIRDRESSING								NCQF LEVEL		6	
FIELD		SERVICES			SUB-FIELD		HAIRDRESSING			CREDIT VALUE		360	
New Qualification					√		Review of Existing Qualification						
SUB-FRAMEWORK		General Education					TVET			√		Higher Education	
QUALIFICATION TYPE		Certificate	I	II	III	I	V	Diploma	√	Bachelor or			
		Bachelor Honours		Post Graduate Certificate				Post Graduate Diploma					
		Masters				Doctorate/ PhD							
RATIONALE AND PURPOSE OF THE QUALIFICATION													

#### RATIONALE:

Sub field of **Beauticians and Related Workers** has been identified as one of the occupations in high demand. (HRDC Occupation **Code No. 5142 Beauticians and Related Workers**). This is based on the Labour Market Analysis conducted by the HRDC.

According to the Priority Skills and Development Trends document of HRDC (page 3), it has been stated that Hairdressers, Barbers, Beauticians and related Workers have been identified as top priority occupations in demand. Occupations in high demand as described in the HRDC Top Occupation in Demand of December 2016 (pg. 2) are occupations that are currently experiencing shortages in the labour market (short term) and occupations that show relatively strong employment growth (long term). The report goes on to show that the country will need 1,917 Hairdressers, Barbers, Beauticians and related Workers from 2019 – 2028 (pg. 3)

Core to the development of this qualification is to bring out the culture of professionalism and service excellence in the hairdressing industry. The skills that the Candidates will acquire on completion of this qualification will enable them to make an effective contribution to the hairdressing industry. The qualification will give the

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Candidates a wide range of knowledge and skills to match the needs of the Candidates, Employers and the hairdressing industry as a whole.

This qualification has been developed in line with Botswana Government's HRDC Priority Skills and Development Trends document (page 15) which stated that of the 1,917 Hairdressers, Barbers, Beauticians and related Workers forecast from 2019 – 2028, 4.1.2. Skill: it refers to competences required to carry out tasks or activities of an occupation.

The crucial specialization identified was for hairdressers, Spa Treatments and Masseuse with the following technical skills and soft skills:

Technical skills

- Hairdressing.
- Spa Treatments.
- Massage.
- Anatomy.
- Product Knowledge.

Soft skills

- Customer relations and attention to detail .

**PURPOSE:**

The purpose of this qualification is to enable Candidates to develop advanced technical knowledge, skills and competencies to perform duties and tasks pertaining to hair care and maintenance and to become professional hairdressers. This qualification is designed to serve as an extension to the lower-level qualifications in the hairdressing industry and provide a Candidate with the advanced skills of hairdressing in accordance with established codes of practice and international best practice in the field of hairdressing and beauty.

On Completion of this qualification, the Candidate will have acquired knowledge, skills and competences to:

- Provide customer-oriented service in hair and beauty care field.
- Manage the technical expertise and artistic skills in a hairdresser's and a barber's work.
- Plan and implement the tasks independently.
- Sell and market products and services.
- Provide a safe and hygienic work environment.
- Manage ethical and aesthetic matters in working.

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### ***ENTRY REQUIREMENTS (including access and inclusion)***

#### **Minimum entry requirement for this qualification is a:**

Certificate V, NCQF LEVEL 5 (General Education or TVET), or Certificate IV, NCQF level 4 with at least 20 credits at NCQF level 5.

#### **RPL:**

Provision and inclusion of access will include Learners who have credits in a similar qualification.

#### **Special Entry as Mature Entry:**

Learners with a minimum working experience of 2 years in Hairdressing Industry

Transfer Learners with credits accumulated from the same qualification (CAT)

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<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
<b>LO 1</b> Apply knowledge and skills of colouring, relaxing, perming and neutralizing hair to produce desirable hair styles		1.1 Creatively colour hair 1.2 Relax hair 1.3 Perm hair 1.4 Neutralise the hair	
<b>LO 2</b> Demonstrate skills of weaving, braiding, bonding, artificial hair removal services and construction of wigs		2.1 Weave hair 2.2 Perform braiding 2.3 Perform hair bonding 3.4 Provide artificial hair removal services 2.5 Construct weaves	
<b>LO 3</b> Apply knowledge of the influence of History on the current trends of hair styles		3.1 Research on historical hair fashions 3.2 Explore the influence of past eras on today's hair fashion 3.3 Re-produce a hairstyle from the selected historic era	
<b>LO 4</b> Demonstrate knowledge and skills to produce long hair styles design.		4.1 Research on long hair fashion styles for Asian and Caucasian hair. 4.2 Design a collection of long hair styles. 5.3 Produce the planned collection.	
<b>LO 5</b> Apply the skill of Indian Head Massage on a client.		5.1 Describe Indian Head Massage. 5.2 Set up for Indian Head Massage. 5.3 Carry out Indian Head Massage. 5.4 Evaluate the effectiveness of the massage.	

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<b>LO 6</b>  Perform the skill of creative haircuts.	6.1 Perform razor haircut. 6.2 Perform clipper haircut. 6.3 Perform long layered cut. 6.4 Perform graduated haircut. 6.5 Perform uniformed layered cut.
<b>LO 7</b>  Perform the skill of hair styling techniques on a client.	7.1 Shampoo and condition hair. 7.2 Treat hair. 7.3 Multi style hair. 7.4 Recommend after care products.
<b>LO 8</b>  Demonstrate knowledge and skills of hygiene and safety in a salon environment.	8.1 Develop Health and Safety rules and regulations. 8.2 Maintain salon cleanliness. 8.3 Provide personal protective equipment. 8.4 Provide first aid. 8.5 Provide fire- fighting equipment. 8.6 Adhere to health and safety standards 8.7 Dispose waste and sharps
<b>LO 9</b>  Demonstrate skills required to deal with specialised treatment of hair and scalp conditions to ensure comprehension of the various conditions.	9.1 Analyse hair and scalp condition and recommend specialised treatments. 9.2 Implement the planned treatment. 9.3 Evaluate and monitor the effectiveness of the Treatment.
<b>LO 10</b>	10.1 Outline the main barbering services. 10.2 Prepare for barbering services.

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Demonstrate the skills of haircutting techniques on African/Caribbean and Caucasian/Asian hair	10.3 Perform a gent's haircut to meet the client's requirements. 10.4 Shave hair to meet client's requirements.
<b>LO 11</b> Demonstrate the skills and techniques of plaiting ethnic hair.	11.1 Lock hair in different patterns. 11.2 Plait hair in different styles. 11.3 Perform silk pressing on different texture of hair.
<b>LO 12</b> Demonstrate the knowledge of managing the running of a salon including, consulting <b>clients</b> , supervising subordinates and conducting training.	12.1 Manage salon activities. 12.2 Consult clients on products and services. 12.3 Supervise subordinates in a salon. 12.4 Conduct training for staff members.
<b>LO 13</b> Demonstrate knowledge and skills in budgeting for operations and procuring of products.	13.1 Source funds for operating the salon. 13.2 Perform cost analysis. 13.3 Create data base for suppliers. 13.4 Reconcile payments. 13.5 Allocate costs and procure products.
<b>LO 14</b> Demonstrate knowledge and skills of marketing and promoting of hair care products and services.	14.1 Brand the salon. 14.2 Initiate media campaigns. 14.3 Organise marketing events. 14.4 Produce advertising materials. 14.5 Publish articles. 14.6 Review marketing strategies. 14.7 Promote hair-care products and services.

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<b>LO 15</b>  Discuss the concepts behind the science and theory of hair.	15.1 Salon ecology 15.2 Anatomy and physiology 15.3 Trichology of hair 15.4 Chemistry of hair
<b>LO 16</b>  Demonstrate knowledge and skills of fashion and photographic make up.	16.1 Discuss the main factors to be considered for fashion and photographic make-up. 16.2 Plan and design a range of images. 16.3 Produce a range of fashion make-up looks. 16.4 Evaluate the effectiveness of the make –up looks.

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SECTION C	QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT  Subjects/ Courses/ Modules/Units	TITLE	Credits Per Relevant NCQF Level			Total  (Per Subject/ Course/ Module/ Units)
		Level [ 5 ]	Level [ 6 ]	Level [ ]	
	Entrepreneurship 1	5			8
	Entrepreneurship 2		6		8
	Computer Applications & Internet	5			4
	Project Management		6		10
	Supervisory Skills		6		10
	Work Ethics and Professionalism		6		8
	Communications Skills	5			8
	Occupational Health and Safety	5			6
	Research Methods Essentials		6		8
	TOTAL FUNDAMENTAL COMPONENT				70
CORE COMPONENT  Subjects/Courses/ Modules/Units	Science and Theory of Hairdressing		6		20
	Chemical Hair Services		6		18
	Artistry of Artificial Hair Services		6		20
	History of Hairdressing		6		14



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	Creative Hair Cutting		6		20
	Creative Hair Styling		6		20
	Salon Health and Safety		6		10
	Specialised Treatment for Hair and Scalp		6		20
	Salon Administration		6		10
	Make- up Techniques: Fashion and Photography		6		18
	Industrial Placement		6		60
	Integrated Project		6		30
	<b>TOTAL CORE COMPONENT</b>				<b>260</b>
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>	Long Hair		6		10
	Indian Head Massage		6		10
	Barbering		6		10
	Ethnic Hair Services		6		10
	Salon Budgeting		6		10
	Market salon Products and Services		6		10
	<b>TOTAL ELECTIVE/ OPTIONAL COMPONENT</b>				<b>30</b>

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### **SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL**

#### **TOTAL CREDITS PER NCQF LEVEL**

<b>NCQF Level</b>	<b>Credit Value</b>
Level 5	26
Level 6	334
<b>TOTAL CREDITS</b>	<b>360</b>

#### **Rules of Combination:**

**(Please Indicate combinations for the different constituent components of the qualification)**

The rules of combination for this qualification are defined below, and cover the minimum and maximum credit values required to be accumulated, along with details of any mandatory units.

<b>COMPONENT</b>	<b>LEVEL 5</b>	<b>LEVEL 6</b>
<b>Core</b>	N/A	<b>260 credits</b>
<b>Fundamental</b>	<b>26 credits</b>	<b>44 credits</b>
<b>Elective</b>	N/A	<b>30 credits</b>

- The Fundamental Component consists of Unit Standards to the value of **70 credits** all of which are compulsory.
- The Core Component consists of Unit Standards to the value of **260 credits** all of which are compulsory.
- Elective Component consists of Unit Standards to the value of **30 credits** of which a candidate is to complete 3 units out of the 6 units available.
- Integrated Project Unit to the value of **30 credits**.
- Industrial Attachment to the value of **60 credits**.

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### ASSESSMENT ARRANGEMENTS

There will be **ASSESSMENT** administered in order for the candidates to satisfy the qualification according to set National Assessment Policy.

Formative assessment will contribute 60% and Summative assessment 40% of the total weightings of the assessment.

### MODERATION ARRANGEMENTS

BQA registered and Accredited Assessors and Moderators will be engaged for the process of Assessing the candidates and moderators for the moderation of the assessments.

### RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) Policy and Procedures are in place.

#### RPL ASSESSMENT

This Qualification acknowledges the opportunities presented by an RPL system. The system embraces all forms of learning and skills acquisition specifically that which takes place outside formal settings such as families, workplaces, communities, and civil society groups. All these have a potential to uplift the general quality of life of individuals. In this regard the Qualification provides exemption and award of credits at entry for all individuals with industrial and workplace experience and any other form of skills, and knowledge assessed through the RPL procedure.

This qualification promotes RPL for credit and access as opportunities for all individuals with workplace experience who want to earn a full or partial qualification. In addition, the department will support the work of other training providers in the implementation of RPL. Appropriate alignment to the National RPL policy will be made once the latter is in place.

#### The RPL process is used to:

- Identify students' training and skills.
- Match the experience up to the criteria as set out by the course qualification.
- Assess the knowledge and skills in the field of experience.
- Credit students based on previous training and skills already acquired.

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### Candidates are required to provide:

- Appraisals.
- Portfolio work.
- References.
- Curriculum Vitae.

Candidates may (if necessary) be required to attend a practical test or knowledge-based test as a part of RPL assessment. Based on the outcome of this assessment, candidates will be credited accordingly or be required to return to learning from the beginning. The RPL policy provides a detailed direction and guidance on procedures and processes involved in this assessment.

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable RPL policies and relevant national-level policy and legislative framework. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

PRL and CAT will be observed following the RPL and CAT Policies for exemptions of Candidates to gain entrance for this qualification.

### **CREDIT ACCUMULATION AND TRANSFER**

Candidates may submit evidence of credits accumulated in related qualification in order to be credited for the qualification they are applying for.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

#### **LEARNING PATHWAYS**

Horizontal and/or Diagonal Articulation (related qualifications of similar level that graduates may consider).

Horizontal Articulation (qualifications to which this qualification are equivalent to).

- Diploma in in Hairdressing Salon Management (Level 6)
- Diploma in Women's Hairdressing (Level 6)
- Diploma in Barbering (Level 6)
- Diploma in Salon Management (Level 6)

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Vertical Articulation (qualifications to which the holder may progress to)

- Degree in Hairdressing (Level 7)

### EMPLOYMENT PATHWAYS

On successful completion of this qualification the holder may be absorbed in the job market as:

- Salon Manager.
- Hair Technician.
- Hair Stylist.
- Stock Controller (for hair products).
- Sales and Promotions Advisor (for hair products).

### QUALIFICATION AWARD AND CERTIFICATION

For a Candidate to achieve this qualification they must have acquired a minimum of 360 credits.

#### Certification

A certificate will be awarded to a Candidate upon completion of the qualification in accordance with applicable policies.

A Candidate will be awarded a **DIPLOMA IN HAIRDRESSING**.

### REGIONAL AND INTERNATIONAL COMPARABILITY

#### REGIONAL

Regionally, South Africa South African Qualifications Authority (SQA) was used for comparability.

#### Qualification Benchmarked Against

South Africa South African Qualifications Authority (SQA).

National Certificate: Hairdressing.

Credit Value: 130

#### Similarities

The similarity of the two selected Institutions, compared to the proposed qualifications are components or courses making up the course structures. Both institutions include a module in communications, marketing,

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ICT and financial awareness to equip the candidates with the soft skills of managing a Saloon environment as a business. Both test / assess for theory and practical examination.

### **Differences**

The difference is the duration of the qualification. The proposed qualification is a 3-year diploma whereas the regional ones are 2-year programmes with similar courses. The other difference is the number of modules offered. Both qualifications do not have electives while the proposed qualification has electives.

### **INTERNATIONAL**

Internationally, Australia (Australian National Training Authority, ANTA), New Zealand (New Zealand Qualifications Framework, NZQF) and United Kingdom / Scotland (Scottish Qualification Authority, SQA) Institutions were used for comparability

#### **Qualifications Benchmarked Against**

##### **1. Scottish Qualification Authority (SQA)**

Higher National Certificate (HNC) Hairdressing

Credit Value: 125

##### **2. New Zealand Qualifications Framework (NZQF)**

National Certificate in Hairdressing (Professional Stylist)

Credit Value: 336

##### **3. Australia National Training Authority (ANTA)**

Certificate IV in Hairdressing

Credit Value: 96

### **Similarities**

The similarities are that the 3 Awarding bodies observe RPL through instructor approval and relevant work experience. Most courses making up the structure are similar although named differently.

### **Differences**

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The difference is the naming of the qualification and that they do not emphasise on the Industrial Attachment compared to the proposed qualification. Both qualifications do not have electives and an Integrated project module.

### **REVIEW PERIOD**

The qualification will be reviewed every **five years (5)** or as and when required depending on the changing needs of the market.

**Other information** – please add any supplementary information to help the application for this qualification for NCQF Registration.

This qualification was developed based on an Occupational profile (Attached) developed by industry using the DACUM (Develop a Curriculum) Method. It was also aligned to the International Standard Classification of Occupations of 2008 (ISCO 08 – Unit Group 3513).

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