Module Descriptor
Roller Setting

Award Type: Minor
Award Level: 3
Award Code: 3N0893
FÁS Assessment Code: 3N0893-017
Validation date: 14th July 2011
Revision 2.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence required to roller set and dry a client's hair using a hood dryer under supervision.

Module Duration: The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **fifty** hours.

Learning Outcomes: By the end of this module, the learner will be able to:

1. Identify the tools required to roller set and dry a client's hair.

2. Identify the consumables and equipment required to roller set and dry a client's hair using a hood dryer.

3. Set up a work station and trolley with all the appropriate tools and consumables to roller set and dry a client's hair.

4. Communicate effectively with a client on their preferred hair style.

5. Roller set a client's hair following the correct procedures, to salon quality standards, using standard plastic rollers, to include application of setting products to suit hair type.

6. Operate a hood dryer to dry a client's hair following the correct industry safety and quality standards.

7. Communicate the procedures involved in roller setting and drying a client's hair.

8. Style hair to a client's requirements to include application of styling and finishing products to suit hair type.

9. Operate safely and effectively in a salon environment.

10. Maintain acceptable standards of salon hygiene when working in a salon environment.

11. Maintain acceptable standards of personal hygiene when working in a salon environment.

12. Operate effectively as a member of a team within a salon environment.

Key Learning Points

Learning Outcome 1: Identify the tools required to roller set and dry a client's hair
Key Learning Points
- Tools required to roller set hair   - Tools required to dry hair   - Reading names of tools and their uses   - Reading and following manufacturers' instructions   - Writing names of tools and their uses

Learning Outcome 2: Identify the consumables and equipment required to roller set and dry a client's hair using a hood dryer
Key Learning Points
- Consumables required to roller set hair   - Equipment required to roller set hair   - Equipment required to dry hair   - Hood dryers   - Reading names of hairdressing consumables and their uses   - Writing names of hairdressing consumables and their uses   - Reading and following manufacturers' instructions

Learning Outcome 3: Set up a work station and trolley with all the appropriate tools and consumables to roller set and dry a client's hair
Key Learning Points
- Following verbal and written instructions   - Setting up a work station for roller setting and drying hair   - Organising a trolley for roller setting   - Appropriate tools for roller setting   - Appropriate consumables for roller setting

Learning Outcome 4: Communicate effectively with a client on their preferred hair style
Key Learning Points
- Greeting clients   - Speaking and listening to clients   - Customer relations in the salon   - Creating a pleasant atmosphere in a salon   - Recording client preferences   - Various hair styles   - Various face shapes   - Suiting face shapes to hair styles

Learning Outcome 5: Roller set a client's hair following the correct procedures, to salon quality standards, using standard plastic rollers, to include application of setting products to suit hair type

Key Learning Points

- Protection of client by gowning
- Shampooing the client
- Use of correct hand massage movements
- Protection of client with the appropriate equipment
- Selecting the correct styling aid to suit hair type e.g. setting lotion, etc.
- Reading instructions
- Following written and verbal instructions
- Correct application of styling aids
- Standard plastic rollers and roller pins
- Selection of appropriate sized rollers, to suit hair type, for the preferred style
- Setting the hair
- Quality of finished style

Learning Outcome 6: Operate a hood dryer to dry a client's hair following the correct industry safety and quality standards

Key Learning Points

- Placing the hair net over the rollers
- Protection of the client's ears while under the hood dryer
- Correct setting of the hood dryer temperature in order to dry the hair
- Correctly placing the client under the hood dryer
- Safety procedures when using hood dryers
- Monitoring the client while under the dryer

Learning Outcome 7: Communicate the procedures involved in roller setting and drying a client's hair

Key Learning Points

- Actively listening and talking to clients
- Explaining roller setting and using a hood dryer to clients requirements
- Explaining procedures to clients using appropriate language
- Quality of customer care

Learning Outcome 8: Style hair to a client's requirements to include application of styling and finishing products to suit hair type

Key Learning Points

- Methods of judging when the hair is dry
- Removing rollers from the hair
- Correct choice of brush/es and comb/s to dress out the hair
- Dressing out and styling the hair
- Correct hand movements when brushing hair
- Choice of the appropriate finishing product/s to suit hair types
- Correct use of hands and finishing product/s when dressing out and styling the hair
- Showing the client the finished style using a hand mirror

Learning Outcome 9:
Operate safely and effectively in a salon environment

Key Learning Points
- Health and safety considerations when roller setting hair
- Health and safety considerations when drying hair using a hood dryer
- Health and safety considerations when shampooing
- Health and safety considerations when working with various types of shampoo
- Setting lotions to suit hair types
- Correct application of setting lotions
- Correct application of lacquer/hair sprays and finishing products
- Hazards of setting products and finishing products
- Applying health and safety practices appropriate to a hairdressing salon
- Recording health and safety precautions/procedures

Learning Outcome 10: Maintain acceptable standards of salon hygiene when working in a salon environment

Key Learning Points
- Salon hygiene standards and procedures
- Maintaining salon hygiene standards and procedures
- Listening to and following instructions
- Recording salon hygiene standards and procedures

Learning Outcome 11: Maintain acceptable standards of personal hygiene when working in a salon environment

Key Learning Points
- Personal hygiene standards
- Maintaining personal hygiene standards
- Correct type of clothing for working in a hair salon
- Listening and following instructions
- Maintaining standard of personal presentation when working in a hair salon environment

• Recording personal hygiene procedures

Learning Outcome 12: Operate effectively as a member of a team within a salon environment
Key Learning Points
• Knowledge of vocational language • Listening and responding to spoken language • Reading and writing to obtain and convey information • Applying appropriate health and safety procedures • Reflecting on own strengths and weaknesses • Identifying areas for improvement • Ability to work independently if required • Participating in a team

Assessment Specification

Award Title	Roller Setting Hair
Award Type	Minor
FÁS Assessment Code:	3N0893-017
Credit Value :	5
Award Code:	3N0893

Module Learning Outcome	Performance Criteria (Knowledge, Skill & Competence)	Assessment Techniques	Weighting	Assessment Instrument	Assessment Evidence
1	Knowledge	Portfolio	4%	Activity A1	Activity Sheet Photographs
2	Knowledge	Portfolio	4%	Activity A1	Activity Sheet Photographs
3	Skill	Skills Demonstration	4%	Learner's Instructions S1	Assessment Sheet
4	Skill	Skills Demonstration	5%	Learner's Instructions S1	Assessment Sheet
5	Skill	Skills Demonstration	40%	Learner's Instructions S1	Assessment Sheet
6	Skill	Skills Demonstration	5%	Learner's Instructions S1	Assessment Sheet
7	Skill	Skills Demonstration	2%	Learner's Instructions S1	Assessment Sheet
7	Knowledge	Portfolio	5%	Exercise E1	List of Procedures
8	Skill	Skills Demonstration	5%	Learner's Instructions S1	Assessment Sheet
9	Knowledge Skill	Skills Demonstration	5%	Learner's Instructions S1	Assessment Sheet
10	Knowledge Skill	Skills Demonstration	5%	Learner's Instructions S1	Assessment Sheet

11	Knowledge Skill	Skills Demonstration	5%	Learner's Instructions S1	Assessment Sheet
12	Competence	Portfolio	5%	Exercise E2	Teamwork exercise
12	Competence	Portfolio	3%	Activity A2	Reflection Sheet
12	Competence	Portfolio	3%	Activity A3	Reflection Sheet

Suggested Learning Methodologies

- Practical work training
- Videos or DVDs
- Note taking
- Discussion groups
- Activities and exercises
- Role play
- Simulated work environment
- Learning Diary

Specific Module Requirements

The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager

A fully equipped hair salon to include Backwash Basins and at least 1 (one) Frontwash Basin and sufficient Hood Dryers for each Model
Personal Hairdressing Kit for each learner
All appropriate equipment and consumables for shampooing and conditioning hair
Work stations
Trollies
Styling Chairs
Washing machine
Tumble Dryer
Mannequins
Suitable Models
Various Combs to detangle, comb and dress the hair – Rake, Dressing Out, Tail Comb etc.
Appropriate Brushes for dressing the hair - Vent; Denman; Paddle etc
Sectioning Clips
Appropriate Setting Products – Setting Lotion, Mousse etc to suit the hair type
Rollers of Different Sizes (preferably plastic rollers for health and safety reasons)
Plastic Roller Pins
Net
Cotton Wool
Appropriate Finishing and Dressing Out Products to suit hair type
Hand Mirror
Face Mask
Television and video player
Computer with internet access preferable

Suggested Learning Resources

All of the highlighted Curriculum Resources mentioned below are available on the Moodle Community Services Curriculum and Assessment page. You can access the CSCA Moodle web page from this link:
http://www.ecollege.ie/site/home.html

A range of hairdressing textbooks
- *Hairdressing. The Foundations* (5th Edition) by Leo Palladino and Martin Green ISBN 10: 1-84480-417-8
- *Hairdressing Science* by Florence Openshaw ISBN-13: 978-0582241978
- *Introduction to Health and Safety at Work* by Phil Hughes and Ed Ferrett ISBN 0-7506-6623-4
- *Oxford English Dictionary*

Video/DVD
- *Hairdressing The Foundations 1 – 5* The Hairdressing Board (UK)
- *Health and Safety* DVD by FAS Hairdressing Instructors
- *Your Hair and Skin* by Lever Brothers

Activities

Generic Skills: Literacy and Numeracy
The learners will keep and maintain a **Learning Diary** throughout the course in order to record and file any useful and relevant information on shampooing, various types of rollers (standard plastic rollers/Velcro rollers etc) and roller pins, roller setting, hood dryers, styling products and finishing products.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week.
This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing and critical thinking skills.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to shampooing, various types of rollers and roller pins, roller setting, hood dryers, styling products and finishing products. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms to a **Key Word and Terminology Bank** in the classroom, relating to hairdressing, shampooing various types of rollers and roller pins, roller setting, hood dryers, styling products

and finishing products. The learners will find words listed in text books, class notes, manufacturers' product information and websites.

The learners will complete a number of **Word Search/Quizzes**. These are **Word Search 1; Word Search 2** and **Word Search 3**. When they have gained sufficient practice and experience at these, each learner will make up 1 (one) Word Search/Quiz that will be completed by the group.

When the learners have completed certain Activities/Exercises, they will complete a **True or False Quiz** for that particular Activity/Exercise. These are: **True or False Quiz for Roller Setting – 1, True or False Quiz for Roller Setting – 2,** and **True or False Quiz for Roller Setting – 3.**

Generic Skill: Science Literacy
Each Learner will watch a video/DVD on Human Hair. Using a text book and class notes the learner will draw a cross section of the human hair and will show and name the 3 (three) parts of a hair. The learner will write or type a short description of the 3 (three) parts of a hair.
The drawing and description will be kept in the Learning Diary.

The learners will make a large drawing of a Human Hair on a flip chart. The 3 (three) parts of the hair will be shown on the drawing and the drawing will be displayed in the classroom/salon.

Generic Skill: Literacy and Teamwork
The learners will work in teams of two (2). Each team will gather information on the **History of Roller Setting** using a variety of methods – class notes, text book, manufacturers' representatives and product information, local library, the Internet, etc. The information gathered should include:
- When roller setting began
- Why roller setting was invented
- When it became popular
- Why it became popular
- When it went out of fashion
- Why it went out of fashion

Each team will write a report, of not more than 200 (two hundred) words (approximately one A4 page), of their findings and present their findings to the group.
Each team will photograph, photocopy or cut out from a magazine at least three (3) photographs of roller set hair styles from the 1950s and 1960s to show to the group, in order to illustrate their report.

This report and the photographs will be kept in the Learning Diary.

Generic Skill: Teamwork
The learners will work in teams of two (2) learners. Using a hard-backed A4 sized notebook, each team will make a **Consumables Stock Book/Record** for the different setting lotions, hair sprays and finishing sprays. This record will show:

- The present level of each product
- The desired level of each product
- The amount of each product needed to be ordered.

When completed, each team will make a presentation of their record.

When the presentations have been completed, this record will be added to the Consumable Stock Book/Record, which the group will have already created and be using as a Stock Record.

This Stock Book/Record will continue to be used to record the level of all consumable salon products throughout the course.

Note: Each week a different team will complete a consumables stock check of the setting lotions, hair sprays and finishing sprays in the store room.

The instructor will be informed on a weekly basis as to the level of setting lotions, hair sprays and finishing sprays held in the salon.

Generic Skill: Numeracy: Digital
Learners will practise **using a calculator**, identifying and locating all keys needed to carry out basic calculations.

Role Play in generic skills: Communications; Literacy (verbal); Maths
The learners will work in teams of two (2) learners. One learner will take the **role of a stylist** and the other will take the role of a client. Each team will practise the following scenarios:
- A new older client wishes to have her hair roller set.
- A regular client, who normally has her hair blow dried, is going to a themed fancy dress party and, although she has never had her hair roller set, she wishes to have her hair dressed in a way that would need to be roller set.

The stylist will show the client some photographs of roller sets styles discuss the client's requirements and advise the client. The roles can then be reversed.

Practical
Prior to working on 'live' models, the learners will practise **Practical Exercise 1 - Roller Setting Using a Mannequin Head** mannequin heads until proficient.

The learners will complete the following **Practical Exercise - Roller Setting with Various Types of Rollers**. They will set a mannequin head with:
- Conventional/standard rollers
- Velcro rollers
- Heated rollers

The learners will write or type a short account, of not more than 200 (two hundred) words, comparing each type of roller set. They will include information on:
- Safety aspects of each type of roller
- Ease of winding each type of roller
- Strength of curl result
- Difference of curl result
- When each type of roller would be most suitable

This account will be kept in the Learning Diary.
The learners will discuss their findings as a group. One member of the group will write or type a report of the discussion.
A copy of this report will be kept in each learner's Learning Diary.

Prior to working on clients, the learners can practise roller setting and dressing out each others' hair, if it is appropriate.

These exercises will be ongoing and used so that the learners can become proficient at gowning, shampooing, conditioning, combing and detangling a client's hair without pulling the hair or hurting the client while applying setting lotions, roller setting, applying a hair net, drying a roller set under the hood dryer, checking the hair is dry, removing the rollers, dressing out roller sets, styling and finishing a roller set.

Internet websites
Information can be accessed on the following suggested websites as of 30th April 2009:
- www.schwarzkopf.co.uk for information on setting aids and finishing products
- www.wellaprofessionals.co.uk for information on setting aids and finishing products
- www.loreal.co.uk for information on setting aids and finishing products

- www.rug.ie a useful guide to words, numbers and short videos on using ATMs, paying bills, etc.

Trade Magazines
These can be bought in any good newsagents
- *Irish Hairdresser International*
- *Hairdressing Journal International*

Recommended by: _____

Manager Training Policy Development and Support

Approved by: _____

Director Training Policy Development and Support