

External Assessment

Salon Service Skills Intermediate 2 C02D 11

Extended Case Study

1st edition: April 2001

Publication code: A1184

Published by the Scottish Qualifications Authority
Hanover House, 24 Douglas Street, Glasgow, G2 7NQ, and Ironmills Road, Dalkeith, Midlothian, EH22 1LE

The information in this publication may be reproduced to support SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purposes, then written permission may be obtained from the Support Materials Officer at SQA. It must not be reproduced for trade or commercial purposes.

Contents

1. Extended Case Study overview
2. Recommended entry
3. Case study scenarios
4. Outcome coverage
5. Subject/occupationally-related knowledge and skills
6. Candidate evidence requirements and allocation of marks
7. Marking and grading
8. Investigating tools
9. Core Skills

Note

Please note that any salons or individuals mentioned in this specification are entirely fictitious.

1. Extended Case Study overview

This national project specification provides details of the assessment tasks and evidence which candidates are expected to produce. It contains a degree of choice in terms of the way that the Extended Case Study is taken forward by centres so that it fits available resources and candidates' interests and personal strengths.

For the Extended Case Study candidates carry out research and then respond to a given Case study scenario. Candidates choose a scenario from those provided in the project specification. Candidates should research and compare at least two real-life points of view/cases identified in relation to the scenario. Candidates are expected to use the knowledge gained from their research to interpret, analyse and respond to the selected scenario. Candidates are required to put forward recommendations for follow-up action.

The Extended Case Study is designed to emphasise skills relating to interpreting and gathering information, analysing, decision-making and action planning.

Candidates are expected to produce evidence relating to:

- interpreting the initial scenario
- identifying and researching cases and associated issues
- consulting relevant individuals, organisations and agencies
- developing the outline scenario from two points of view
- analysing and comparing responses to the outline scenario
- recommending action
- evaluating the Extended Case Study

Evidence requirements are as follows:

- a plan of action
- a research based report and a Case study report with conclusions and recommendations
- evidence showing evaluation/review of the Extended Case Study

Copies of Units are available from the Scottish Qualifications Authority Sales Section, telephone 0141-242 2168; fax 0141-242 2244; e-mail sales@sqa.org.uk

The Scottish Qualifications Authority Helpdesk is available on 0141-242 2214.

Note:

Please note that individual specifications should always be used in conjunction with the relevant *Arrangements for Project-based National Courses*. The *Arrangements* document lays down the overall requirements for project-based Courses for the given SQA.

This specification forms part of Section F of the *Arrangements* document.

2. Recommended entry

We strongly advise that candidates should have embarked on or completed the Units in the National Course prior to embarking on the Extended Case Study. However, there may be candidates who, for whatever reason, choose to undertake the Extended Case Study without having completed or embarked upon those National Course Units. Such candidates should have demonstrated attainment in (and/or attained) qualifications that are equivalent in level to the Units of this National Course at Intermediate 2. These include:

- relevant SVQ Units
- other relevant qualifications or experience
- at the discretion of centre

Candidates will not be certificated for this National Course until they have both achieved the external assessment and successfully completed the component Units in the Course.

3. Case study scenarios

Candidates should choose one of the following three case studies for their project.

Candidates should select two real life hairdressing salons (case studies 1 and 2) or beauty salons (case study 3). Candidates should make their choices in consultation with their lecturer and in line with the evidence requirements from the National Course Units.

The Salon Services Skills project external assessment covers three major components:

- customer service
- salon reception and administration
- selling skills

There are industry standards for each of these components but each salon develops its own policies and practices. Candidates should be aware of this and should be prepared to find a range of ways in which salons address issues such as customer care and sales promotion and to understand some of the reasons for differences between salons.

Case study 1

What candidates need to do:

- 1 Collect visual and documented evidence of the approaches taken by each salon relating to:
 - customer service
 - reception and administration
 - sales and promotion of products and services
- 2 From this material:
 - summarise the main elements of the customer care practices operating in each salon and explain why they help to ensure a high level of customer satisfaction and repeat business
 - describe the steps taken by each salon in order to ensure that both the reception and administrative practices are efficient and professional
 - describe the way in which each salon promotes and sells its range of products and services

(research-based report, 500–1,000 words).
- 3 Respond to case study scenario 1 (*Short Cuts*) by drawing on the policies and practices in salons A and B (ie salons selected by candidate) in order to suggest how the problems at *Short Cuts* can be overcome.

Prepare an action plan for *Short Cuts* which addresses each of the following aspects of the business:

- customer service
- reception and administration
- sales and promotion of products and services

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusions and recommendations.

(case study report including conclusions and recommendations 1,500 words)

Case study scenario 1

Short Cuts

Paul Barclay is the owner of *Short Cuts*, a hairdressing and beauty products salon based in the town of Duncastle. On returning from Australia, where he spent the past year on business, he was alarmed to learn that the salon had experienced a number of problems resulting in damage to its reputation and a significant fall in revenue. The number of regular clients has fallen by almost 40%. He is particularly worried about the high level of complaints from customers about the quality of service they have received. He has also learned that the salon's stylist Helen McDonald, whom Paul had put in charge during his time away, had been absent from work for four weeks with a stress related illness.

In an attempt to understand what has gone wrong, Paul Barclay decided to spend three days in the troubled salon observing staff at work and their interaction with clients. He was surprised to learn that in his absence *Short Cuts* has experienced a rapid turnover of staff. Three of the four stylists were new and inexperienced while Carol, the young receptionist had only been working at the salon for three months.

During the week Paul made the following observations and notes:

Reception and store room: Carol

- Carol is frequently late for work.
- Her personal presentation is poor – her hair is untidy and her fingernails are unclean.
- The reception area of the salon is untidy and cluttered with magazines, coffee mugs and scraps of paper on which is written personal information relating to clients.
- There are frequent delays in answering the telephone because Carol is often away from her desk talking to the stylists or outside smoking.
- Carol tries to advise clients about hair and beauty services and talk them into particular styles and treatments despite her lack of knowledge and experience.
- Information relating to clients is kept on loose sheets of paper and is rarely updated. Some of the recorded information is inaccurate.
- mix-ups over appointment times are common and double bookings occur regularly
- Carol has little knowledge of the hair and beauty products for sale in the salon and she displays no interest in promoting the salon's range of products or services.
- The store room is cluttered with assorted products, many of which have passed their sell by date or have been damaged through careless storage. There are no stock records on display.
- There are often discrepancies between the recorded sales figures at the end of the day and the actual takings in the till.
- During the past three months, a number of invalid cheques have been returned by the bank and there have been two instances of counterfeit £20 notes being accepted by Carol at the pay point.

The stylists: Mark, Sharon and Kate

- Mark and Sharon appear to be competent stylists but they do not have a good rapport with clients. They don't appear interested in what the customer needs or wants and their defensive body language, negative gestures, tone of voice and poor eye contact indicate a lack of enthusiasm.
- Neither Mark nor Sharon is interested in selling hair or beauty products, nor are they particularly interested in promoting styling services such as highlighting and hair extensions, or beauty treatments such as sunbed tanning.
- Kate has a better rapport with customers but she is the least experienced of the stylists and attempts cuts that she has not been trained to perform. Her enthusiasm often persuades clients to try styles and treatments that do not suit them and her lack of knowledge sometimes results in her using products in an unsuitable or even dangerous way.
- None of the three new stylists wear clothing or hairstyles that suitably reflect the image of a modern up-market city salon.

The manager/senior stylist: Helen

- Helen is an excellent stylist but is not really interested in managing the salon or training the juniors.
- She tends to over-react when dealing with customer complaints. Discussions frequently end in arguments and Helen tends to give clients their money back rather than try to find solutions. She takes any criticism of the salon personally and shows symptoms of work-related stress.
- There are no established procedures for dealing with customer complaints, nor are details ever recorded.
- Helen is a gossip and tends to reveal private and confidential information about clients to others.

Case study 2

What candidates need to do:

- 1 Collect visual and documented evidence of the approaches taken by each salon relating to:
 - customer service
 - reception and administration
 - sales and promotion of products and services

- 2 From this material:
 - summarise the main elements of the customer care practices operating in each salon and explain why they help to ensure a high level of customer satisfaction and repeat business
 - describe the steps taken by each salon in order to ensure that both the reception and administrative practices are efficient and professional
 - describe the way in which each salon promotes and sells its range of products and services

(research-based report, 500-1,000 words).

- 3 Respond to case study scenario 2 (*Jane's Salon*) by drawing on the policies and practices in salons A and B (ie salons selected by candidate) in order to produce the following:
 - a proposed customer care policy for Jane's new salon
 - a job description for the post of receptionist which would cover the qualities and responsibilities required for someone carrying out the reception and administration duties at the salon
 - a proposed training programme that would help all salon staff to promote and sell a range of products and services in the salon

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusions and recommendations.

(case study report including conclusions and recommendations 1,500 words)

Case study scenario 2

Jane's Salon

Jane Wells has operated a mobile hairdressing service in the town of Duncastle for over five years. She is an excellent stylist and has a good client base, particularly in the suburban housing estates to the west of the city.

Whilst the mobile service has been successful, she has always had an ambition to own and operate a salon in the city. Earlier this year Jane inherited a sum of money sufficient to help her to achieve this ambition and she recently identified suitable premises close to the town centre.

Although her inheritance enabled Jane to make a down payment on the property, she had to take out a substantial loan to have it decorated and fitted out with good quality furniture, fittings and equipment. Her accountant has advised her that in order for the business to succeed she will have to generate a much higher level of sales than she currently does in her mobile service. He has estimated that Jane will have to employ at least two other full time stylists in order to meet the high overhead costs of running a salon in the city centre. In addition, the revenue generated by sales of associated hair and beauty products will be vital.

Jane knows that the success of the salon is largely dependent on establishing a base of clients who will return on a regular basis. Having many years ago worked in a salon, she is also aware of the critical importance of customer care and the need to ensure that every client is completely satisfied with the service they receive.

Although she has confidence in her own ability as a stylist, she is worried about a number of things.

- Jane has never had the responsibility of managing staff. She is concerned that if she makes an error on judgement in her selection of salon employees, customer loyalty will not be established and the business will fail. She needs to find the right people with the right skills and attributes. It is possible that she will have to develop a training programme for staff on salon policies to ensure that everyone is operating in the same way.
- Jane's current business has concentrated mainly on providing low cost cutting and styling. She is aware that her salon will have to provide a much wider range of services such as hair extensions and styling that are more technically difficult. The salon will also have to carry stocks of materials used in styling and also for sale to clients. In the past she has never had to sell anything but in the salon it will be different. Jane and her staff will have to actively promote the range of products and services available and actually persuade customers to buy.
- There will be a need to ensure that the administration of the salon is efficient. The effective management of client information, appointments, stocks and money will be essential to its success. In order to allow Jane to concentrate on what she does best – styling – she plans to employ a salon junior to carry out all the reception duties and administrative tasks. She has heard that information technology can be of great assistance in these areas of the business but she has never used a computer for anything other than word processing.

Before beginning the recruitment process, Jane has decided to speak to the managers of two other salons for advice and guidance. She is determined to get things right first time.

Case study 3

What candidates need to do:

- 1 Collect visual and documented evidence of the approaches taken by each salon relating to:
 - customer service
 - reception and administration
 - sales and promotion of products and services

- 2 From this material:
 - summarise the main elements of the customer care practices operating in each salon and explain why they help to ensure a high level of customer satisfaction and repeat business
 - describe the steps taken by each salon in order to ensure that both the reception and administrative practices are efficient and professional
 - describe the way in which each salon promotes and sells its range of products and services

(research-based report, 500–1,000 words).

- 3 Respond to case study scenario 3 (*Venus and Mars*) by drawing on the policies and practices in salons A and B (ie salons selected by candidate) in order to produce the following:
 - a customer care policy that would help to address the current problems at the *Venus and Mars* Salon
 - a job description for the post of receptionist which would cover the qualities and responsibilities required for someone carrying out the reception and administration duties at the salon
 - a proposed training programme that would help all salon staff to promote and sell a range of products and services in the salon

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusions and recommendations.

(case study report including conclusions and recommendations 1,500 words)

Case study scenario 3

Venus and Mars

Julia McKenzie counted the letters in the tray on her office desk. She could hardly believe it – there had been 20 letters of complaint from clients during the past fortnight and every single one related to the *Venus and Mars* Beauty Salon in North Street.

Julia owns three hairdressing salons and four beauty salons but the only one that had ever given cause for concern was *Venus and Mars*. Sales had fallen by almost one-third during the past six months and the level of complaints had increased significantly.

Julia decided to read one of the letters to see if she could work out what was going wrong at *Venus and Mars*. This one, on the top of the pile, had been sent by a woman by the name of Shona McBride.

104 West King Street
Duncastle

24 February

Dear Sir/Madam

I write to complain about the quality of service I received at your Venus and Mars Salon in North Street following my recent visit there.

I first visited the salon last month for a 10 am appointment but on arrival there was nobody present at the reception desk. Despite pressing the buzzer on a number of occasions to alert staff to my presence, it was a full 15 minutes before anyone came to reception. I must say I was taken aback at the appearance of the receptionist – her hands were unclean, her T-shirt had food stains, she smelled strongly of cigarette smoke and she was eating chewing gum. It was hardly a good first impression for someone employed in a beauty salon. After some discussion it emerged that I had been double booked and that no one could see me for a further half-hour. No apologies were given and the young girl on reception spent the entire time talking to a friend on the telephone.

The reception area was cold and cluttered with old magazines (some of which dated back to 1989) and paper cups half filled with cold coffee. I was not, however, offered any refreshment myself despite having to wait for 45 minutes.

Eventually I was introduced to a therapist called Vicky who seemed nice enough but her manner did not instil confidence in me. In my experience of visiting salons in the past, it is normal practice to have a consultation meeting between therapist and client in order to determine what is required and to check that there are no medical complications. Vicky did not seem to be interested in finding out about (a) what I wanted by the way of treatment, or (b) my medical history.

I had to tell her that, as a diabetic, I am hypersensitive to the use of the electrical equipment that is often used in facial and body treatments.

I returned the following week for my appointment only to find that I had been double

booked again! I had to wait for another 30 minutes before I could be seen. During this time I heard the receptionist talking to a friend on the telephone and I was shocked to hear her disclosing private information about clients, one of whom I know personally since she is a work colleague of mine.

When Vicky was finally available she showed me into an area where three clients were having facial treatments. I requested a private cubicle since I was having my legs and bikini line waxed but I was told that they were all being used. I am not a kind of person who gets easily embarrassed but I don't think that a little privacy is too much to ask for.

The spatula used to apply the wax was, in my view unclean and I had to request both a new spatula and a fresh towel. This, however, was nothing to the shock of being burned by the application of wax that was far too hot. I received burns to both legs as a result of the treatment. Vicky gave me some paracetamols for the pain and an ice pack to hold against the burned skin. It emerged that in the same room were two other clients who were also in some pain. One lady could see nothing at all since she had ended up with eyelash tint in her eyes as a result of careless application by another therapist. The other client in the room was nursing scalded feet. Her therapist had not checked the temperature of the water used at the start of the pedicure treatment and her ankles and toes had turned bright red after being immersed in very hot water.

Whilst waiting for the pain to subside I was able to observe your therapists at work with clients. I must say that the operation of your salon gave me considerable cause for concern. I feel that I should draw the following observations to your attention:

- The hygiene procedures in the salon are a disgrace. Electrical equipment does not appear to be cleaned after use, nor are tweezers or eye brushes. There is a serious danger of cross-infection. I also observed a number of used needles and tissues lying on table and chairs.
- Several clients enquired about skin care products such as toners, cleansers and facemasks but your staff appear to know nothing about cosmetics, nor do they appear interested in selling them. I don't know whether Venus and Mars carries stocks of such products but such is the attitude of your staff, I doubt whether any would get sold anyway.
- One client was clearly upset because two therapists were making fun of a large wart on the side of her face. I overheard one of them remark that the client was too old for beauty treatment anyway. The lack of sensitivity displayed by your employees was unbelievable. None of your therapists appears to be able to communicate well with customers and their scruffy appearance reflects poorly on the image of your salon.
- I was also able to overhear a heated argument between a client and the supervising manager of the salon over the cost of a treatment. The customer was angry to learn that the price she had been quoted for a manicure did not include the cost of the nail varnish and conditioning creams used in the treatment. The manager would not let her go without paying the full price and she suggested that the client should not come back in future without first checking the price of services at Venus and Mars.

No apology was made to me on leaving the premises and no one enquired as to the state of my burns.

I don't plan on going back to Venus and Mars, but the way things are going there, I don't expect it to be in business for much longer anyway.

Yours sincerely

Shona McBride

4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
Customer Service	1.0	D04H 11
Salon Reception and Administration Duties	1.0	D05V 11
Selling Skills	1.0	D0SF 11 (5120047)

All external assessments for project-based National Courses cover a minimum of two thirds of the Outcomes from the component Units. For this project these are:

Unit: Customer Service

1. Establish and maintain positive relationships with customers.
2. Provide information and advise to customers.
3. Solve instances of customer dis-satisfaction.

Unit: Salon Reception and Administration Duties

1. Present a well-groomed personal appearance to reflect the salon image.
2. Respond to requests for salon services.
3. Issue, maintain and store client records.
4. Operate a payment point.
5. Describe procedures for receiving and storing stock.

Unit: Selling Skills

3. Identify the needs of a customer.
4. Present to the customer a selected range of products/services to meet identified needs.

It is strongly advised that candidates should have completed the assessments for the component Units before undertaking the external assessment.

5. Subject/occupationally-related knowledge and skills

The Extended Case Study allows candidates to further develop knowledge of:

- practices employed to determine customer needs
- terminology and methods of communication related to salon practices
- sources of product knowledge
- features and benefits of products and services appropriate to customer needs
- opportunities for selling related items
- appropriate appearance of salon staff
- key interpersonal skills of salon staff
- forms of verbal and non verbal communication
- salon procedures, eg booking appointments
- methods of recording and maintaining client information
- practices associated with billing and payment
- methods of stock handling
- key factors in maintaining positive relationships with customers
- the impact of good customer care on business success
- methods of resolving customer dissatisfaction
- customers' legal rights and the salon's obligations

It also allows candidates to further develop and apply skills in:

- establishing customer needs in relation to salon services by listening, observing and questioning
- active listening
- use of questioning skills
- adapting to different customer needs or circumstances
- advising customers on, eg styles, features, products and costs
- personal selling of, eg salon hair or beauty products
- using the telephone, scheduling appointments, recording customer details
- recording and editing customer information (possible use of ICT database)
- displaying tact and patience in dealing with customers
- following salon procedures
- explaining procedures to customers and promoting goods and services
- speaking audibly and clearly
- using appropriate language
- where and how to access and retrieve relevant information
- resolving customer dis-satisfaction and dealing with complaints
- coping with stress and difficult situations
- techniques for providing information and advice
- operating a payment point
- receiving and storing stock

The activities are designed to enable the candidate to develop knowledge of industry practice and standards. By applying these to the outline scenarios, candidates will be able to demonstrate their understanding of concepts and practices associated with customer care, selling products and services, and health and safety in the work environment.

Primary research will provide candidates with insight into how salon businesses approach and overcome problems. Research-based activities will enable candidates to think critically, to compare practices across salons and to understand that each salon may take different approach to the challenges facing them.

6. Candidate evidence requirements and allocation of marks

General information

The three stages of the Extended Case Study for all project-based National Courses at Intermediate 2 are:

- planning
- developing
- evaluating

Here we describe evidence requirements which apply to each of the three stages of the Extended Case Study. Where there are specific evidence requirements relating to this Course, these are given later in this section.

For the report writing parts of the project done under supervised rather than centre-invigilated conditions there is the possibility of over-lengthy submissions. Candidates should be aware that they will not improve their grades by submitting over-lengthy reports. If they significantly exceed the given word count they will be penalised – markers will mark these parts out of 80 rather than 90.

Word counts should be indicated where appropriate. If quotations have been included in a report, these should be part of the word count. Word counts should not however include any footnotes or bibliography.

Planning

Candidates must produce a 500 word (or equivalent) plan of action. The plan should include an introduction and a main body. Centres should ensure that candidates have, or are taught, the necessary skills to devise their own plan before they start the project.

For the introduction of the plan, candidates should outline:

- the rationale for selecting the cases to be researched
- the aims and objectives of the research
- the aims and objectives of candidates' responses to scenarios
- the timescales for achieving the aims and objectives

For the main body of the plan, candidates should:

- identify main issues for research
- identify research methods
- cross reference research methods to the selected cases and aims and objectives of the candidates' responses to scenarios

The plan of action should be produced in a supervised environment although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action but each plan must be tailored to the candidate's own project and the action points should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that, as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until the candidate has devised a plan that is potentially workable. The level of support that candidates need to devise a viable plan of action will of course vary from candidate to candidate. Centres should indicate the level of support needed for each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases however, if the level of support and intervention needed is more than that which would normally be seen as reasonable, the authenticity of the candidate's work may be called into question. If the level of input needed from the lecturer is above normal (for example, the quality of the plan was such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage.

Developing

Candidates are required to produce a research-based report which should include:

- a contents page
- a rationale for selecting particular cases
- a main body of researched material relating to selected cases
- written responses to tasks set relating to researched material
- a list of acknowledgements of sources and references

The research-based report should be in written form or equivalent and be between 500 and 1,000 words at Intermediate 2. The research-based report should be written up in supervised conditions over a period of time agreed between the candidate and the lecturer.

Candidates are also expected to produce a case study report which should include:

- a contents page
- responses to the set tasks relating to the case study scenario
- conclusions
- recommendations
- a list of acknowledgements of sources and references

The case study report, which includes conclusions and recommendations, should be in written form and 1,500 words or equivalent in length at Intermediate 2. Candidates should be allowed to see the case study scenario at the outset of the Course. The write-up for the case study report should take place towards the latter part of the 40 hours (ie the hours allocated to each Course in addition to the 120 hours for the Units) in centre-invigilated conditions.

Candidates should be allowed up to two hours to write up the case study report, conclusions and recommendations. They should be allowed to take one and a half sides of A4 pages of notes (maximum of 300 words or equivalent) which they have prepared, into the room with them, as well as any diagrams or appendices they have prepared to include with the report. They should not be allowed to take a draft of the report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own. The notes must be submitted along with the case study report.

The accommodation for writing-up the report should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

Evaluating

Candidates must produce an evaluation report which should:

- provide a brief outline of what the Extended Case Study was about
- review and update the action plan in the light of experience
- assess the effectiveness of the action plan
- comment on the suitability of the cases which were selected
- identify knowledge and skills which have been gained and/or developed
- assess the effectiveness of any research methods used
- assess the strengths and weaknesses of the main body of the case study report
- determine to what extent the responses meet the requirements of the set tasks
- include any feedback from or about the cases concerned if appropriate

The evaluation report should be 500 words, or equivalent, in length for the Extended Case Study at Intermediate 2. The report should be produced in centre-invigilated conditions although candidates may carry out the preparation beforehand.

Candidates should be allowed up to one hour 30 minutes to produce the evaluation report. Candidates should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent allowed) which they have prepared, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

For this activity, the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

Specific evidence requirements and assessment arrangements for the Extended Case Study for Salon Service Skills at Intermediate 2

Planning	
Evidence:	Plan of action 500 words <i>or</i> equivalent (40 marks)
Conditions of external assessment:	Supervised
Who assesses it?	Plan to be sent to SQA for marking

Developing	
Evidence:	<p>A Written research-based report 500–1,000 words <i>or</i> equivalent (50 marks)</p> <p>B Written case study report including conclusion and recommendations 1,500 words <i>or</i> equivalent (70 marks)</p>
Conditions of external assessment:	<p>A Supervised</p> <p>B Centre-invigilated – up to two hours</p>
Who assesses the evidence?	Reports to be sent to SQA for marking

Evaluating	
Evidence:	Evaluation report 500 words <i>or</i> equivalent (40 marks)
Conditions of external assessment	Centre-invigilated Up to one hour 30 minutes
Who assesses it?	Report to be sent to SQA for marking

It is important that candidates know that marks will be deducted for submitted evidence that significantly exceeds the stated word count.

Specific additional information and requirements

Salon Service Skills: planning stage

The written plan should be structured to include the following:

- An introduction which clearly outlines:
 - the rationale for selecting the salons to be researched
 - the aims of the research and the responses to the scenarios
 - timescales for achieving aims
- A main body of the plan which identifies the main issues for research and research methods, all of which should be clearly cross-referenced to the selected cases and aims of the candidate's responses to the scenarios. Candidates should be encouraged to produce details of their proposed activities in a diagrammatic form.

Two aspects will be considered for grading purposes:

- candidates' ability to draw up action plans
- candidates' ability to monitor progress against their plans

Total marks: 40

Salon Service Skills: developing stage

1. Research-based report – 500, to 1,000 words

The written research-based report should be about 500 to 1,000 words and should be written up under supervised conditions.

From the material gathered candidates should:

- | | Marks allocated |
|---|------------------------|
| • define both salon's approaches and strategies for promoting customer care practices and evaluate how successful the salons are in achieving their objectives | 25 |
| • provide a commentary on how each salon promotes and sells its range of products and services and assess the effectiveness of each | 10 |
| • describe the steps taken by each salon in order to ensure that each meets its obligations in relation to the health, safety and welfare of employees and the public | 15 |

Total marks: 50

2. Case study report based on scenarios with conclusions and recommendations – 1,500 words

The case study report and conclusions and recommendations should be in written form and about 1,500 words in length. The written case study report part should be about 1,000 words. The written conclusions and recommendations should be about 500 words. The conclusions and recommendations should be clearly related to the various set tasks of the scenario.

Case study 1: Short Cuts

The candidate should respond to the case study provided by drawing on the policies and practices in salons A and B to suggest how the problems at *Short Cuts* can be overcome.

The candidate is required to prepare an action plan for *Short Cuts* which addresses each of the following aspects of the business:

	Marks allocated
• customer service	25
• reception and administration	25
• sales and promotion of products and services	20
Total marks:	70

The action plan for *Short Cuts* should contain conclusions and recommendations; there is no requirement for a separate section for conclusions and recommendations.

OR

Case study 2: Jane's Salon

The candidate should respond to the case study provided by drawing on the policies and practices in salons A and B in order to produce the following:

	Marks allocated
• a proposed customer care policy for Jane's new salon	35
• a job description for the post of receptionist which covers the qualities and responsibilities require for someone carrying out the reception and administration duties at the salon	20
• a training programme that would help all salon staff to promote and sell a range of products and services in the salon	15
Total marks:	70

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusions and recommendations.

OR

Case study 3: Venus and Mars salon

The candidate should respond to the case study provided by drawing on the policies and practices in salons A and B in order to produce the following:

	Marks allocated
• a customer care policy to help to address the current problems at the <i>Venus and Mars</i> salon	35
• a job description for the post of receptionist which covers the qualities and responsibilities required for someone carrying out the reception and administration duties at the salon	20
• a training programme that would help all salon staff to promote and sell a range of products and services in the salon	15
Total marks:	70

The conclusions and recommendations should be contained within the tasks stated above; there is no requirement for a separate section for conclusion and recommendations.

Salon Service Skills: evaluating stage

See general information earlier in this section.

Total marks: 40

7. Marking and grading

The assessment evidence for Extended Case Studies in project-based National Courses is marked externally by SQA.

The total mark for the Extended Case Study is 200, (this large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment). These marks will be allocated to assessment evidence from the three Extended Case Study stages as follows in *Table A*.

Table A

Extended Case Study Stage	Assessment Evidence	Mark Allocation
Planning	Plan of action	40
Developing	Written research-based report	50
	Written Case study report including written conclusions and recommendations	70
Evaluating	Evaluation report	40

To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three Extended Case Study stages is assessed. The use of such mark categories linked to broad criteria, allows for the aggregation of the various parts of the assessment which do not necessarily have the same weighting in the overall grade.

Table B shows the broad criteria for assessing candidate evidence. Assessors in centres should use these firstly to decide on mark range that is appropriate and secondly to decide on the precise mark to be given. (See *Estimates and Appeals* later in this section).

Although it is possible for candidates to be given bands 7, 8 and 9 which are described as 'fails', no such categories will appear on candidates' certificates. This information should help centres agree estimates of candidate performance and provide feedback to candidates for remediation purposes.

All National Courses assessed by Extended Case Study are subject to external marking. External Markers and Visiting Moderators will be trained by SQA to apply national standards. As candidate evidence becomes available exemplars will be issued to centres as guidance.

Extended Case Study

Table B

Intermediate 2		Plan of action	Research-based report, case study report, conclusions and recommendations	Evaluation	
Levels of performance: broad level-related criteria		Equivalent to	Mark range	Mark range	
Content and scope: Treatment:	appropriate for level excellent	Upper A 85%–100% (Band 1)	34–40	102–120	34–40
Content and scope: Treatment:	appropriate for level consistently thorough	Lower A 70–84% (Band 2)	28–33	84–101	28–33
Content and scope: Treatment:	appropriate for level thorough in parts	B 60–69% (Bands 3 & 4)	24–27	72–83	24–27
Content and scope: Treatment:	appropriate for level adequate	C 50–59% (Bands 5 & 6)	20–23	60–71	20–23
Content and scope: Treatment: OR Content and scope: Treatment:	appropriate for level adequate only in parts basic for level; thorough	Fail 40–49% (Bands 7 & 8)	16–19	48–59	16–19
Content and scope: Treatment: OR Content and scope: Treatment:	appropriate for level generally poor basic for level; adequate or poor	Fail Below 40% (Band 9)	<16	<48	<16

Note:

Content and scope: defined as how appropriately or otherwise the candidate interprets the level of demand for the specification

Treatment: defined as how successfully or otherwise the candidate tackles the project

Estimates and appeals

Although this Extended Case Study is externally assessed by SQA, candidates will benefit from estimate grades based on accurate internal assessment of their projects, ie the grade assessors judge a candidate should be awarded, based on all the available evidence. The processes for deciding an estimate grade are similar to the processes the external markers use for the final assessment. The main benefit of an estimate to an individual candidate is that an appeal can be submitted against an external decision where the estimate given the candidate was at grade C or better. An appeal will not normally be considered for candidates for whom no estimate has been received. The SQA will provide a form for submission of estimates.

For the internal marking process for estimates, internal assessors are expected to:

- Compare candidate evidence arising from each stage of the Extended Case Study to the criteria outlined in *Table B* and decide on the mark category which most accurately describes it.
- Decide on a particular mark for the candidate, within that broad mark category for each stage, depending on how marginal was the decision.
- Maintain a brief record of why a certain mark was given for each of the three Extended Case Study stages (for internal moderation purposes).
- Follow the internal moderation processes within their centre (see the section on *Internal moderation* below).
- Aggregate the internally moderated marks for each candidate. That gives a total mark out of 200.
- Divide that total mark by 2 to give a percentage.
- Convert the overall % mark for each candidate into an estimate grade and band using *Table C*.

Table C

% Mark range	Grade	Band (for estimates)
85–100	A (upper)	1
70–84	A (lower)	2
65–69	B (upper)	3
60–64	B (lower)	4
55–59	C (upper)	5
50–54	C (lower)	6
45–49	Fail (near miss)	7
40–44	Fail	8
Less than 40	Fail	9

- Check the grade already given to candidates against the grade descriptions in *Table D*. This is to ensure that candidates have effectively integrated each stage of the Extended Case Study. Please use the grade descriptions as a touchstone against which grades can be checked.
- Provide estimates as bands.

Grade descriptions for an Extended Case Study at Intermediate 2

Table D

A	B	C
Content and Scope appropriate for Intermediate 2		
And looking at the evidence as a whole:	And looking at the evidence as a whole:	And looking at the evidence as a whole:
<p>A case study at Grade A:</p> <ul style="list-style-type: none"> • is a seamless, coherent piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a high standard and is quite clearly inter-related • is a piece of work to which candidates have brought an accurate interpretation of the Extended Case Study specification • is focused and relevant to the content of the Units • is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content • is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units • contains evidence that knowledge and skills have been applied effectively and consistently 	<p>A case study at Grade B:</p> <ul style="list-style-type: none"> • is a well co-ordinated piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a good standard and is inter-related, in most respects • is a piece of work to which candidates have brought a fairly accurate interpretation of the Extended Case Study specification • is fairly well focused and relevant to the content of the Units • is clear and well-structured throughout and language used is of a good standard in terms of level, accuracy and technical content • is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units • contains evidence that knowledge and skills have been applied fairly effectively and consistently 	<p>A case study at Grade C:</p> <ul style="list-style-type: none"> • is a reasonably well co-ordinated piece of work in which evidence of the three essential phases of the Extended Case Study is produced to an adequate standard and is fairly well inter-related • is a piece of work to which candidates have brought an acceptable interpretation of the Extended Case Study specification • is relevant to the contents of the Units • is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content • is a piece of work in which consolidation and integration of knowledge, understanding and skills from the Course Units may lack some continuity and consistency • contains evidence that knowledge and skills have been applied with varying degrees of effectiveness and consistency

Additional information on grade descriptions for Salon Service Skills

Content:

The nature of the tasks associated with both case study scenarios requires candidates to apply the knowledge and understanding gained from their research to the situations portrayed in either case study 1 (*Short Cuts*), case study 2 (*Jane's Salon*), or case study 3 (*Venus and Mars*). Candidates who are able to demonstrate an ability to apply knowledge and understanding of an effective customer care programme to any of the case study scenarios would be rewarded with higher marks than a candidate who, for example, was only able to describe the key components of such a programme.

Similarly, a candidate who is able to identify and assess the underlying problems at either salon would receive a higher grade than one that identified or described only the symptoms.

The key skills in responding to the case study scenarios are:

- the ability to identify and assess problems in either salon
- the ability to devise solutions that would address the problems and bring about improvements
- the ability to draw from research into real-life hairdressing/beauty salons and apply concepts and practices to the scenarios in a meaningful way
- the ability to devise appropriate solutions to the problems described in the scenarios
- the ability to consolidate and integrate knowledge and skills from the Course Units

Presentation:

Candidates who present their responses in a structured and business-like fashion will be rewarded with higher marks than ones who did not. The nature of what the candidates need to do in response to each of the case study scenarios, for example, produce a customer care policy or an action plan for improvement, provides opportunities for candidates to demonstrate a knowledge of business language and terminology and also to present the features and benefits of their proposed strategies for improvement.

Candidates whose responses are neatly presented, focused and well structured will receive higher marks than responses that do not demonstrate these features.

Internal moderation

The internal moderator oversees:

- The internal moderation process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal moderator should be a specialist in the subject. (It may be helpful in the first few years of these project-based National Courses to do a cross-subject moderation of samples of like parts such as the plans of action and evaluation reports. Such additional cross-subject internal moderation is however not mandatory.)
- A consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.
- Finalisation of estimate grades and submission of candidate evidence. A form will be available for this purpose.

(See *Guide to Assessment and Quality Assurance for Colleges of Further Education*, SQA June 1999 for further information relating to internal moderation. A guide to good practice for internal moderation is also under development.)

Submitting candidate evidence to SQA

Specific information on this part of the process will be circulated to centres. Where materials have to be sent to SQA for marking you will be provided with any necessary packaging materials.

The following must be sent to SQA for the Extended Case Study:

- plan of action
- research-based report
- Case study report including conclusions and recommendations
- evaluation report

Note: In addition, centres will be expected to submit all notes used by candidates during write-up sessions.

8. Investigating tools

Candidates are likely to make use of many of the following investigating tools during the Extended Case Study.

Research techniques

- face-to-face interviews
- discussion groups
- use of questionnaire
- use of secondary information, eg use of trade magazines, catalogues, reports
- personal visits to salons, training establishments, etc

Information sources

Sources of information could include:

- trade magazines and journals
- salon policy statements
- salon procedure manuals
- salon job description and responsibilities
- industry benchmarks, performance indicators or competences
- interviews with salon managers and staff
- salon records and documentation

Accessing information

Candidates could visit/contact/use:

- visits to salons
- meetings with salon staff (face-to-face, telephone)
- written correspondence
- email
- questionnaires

The methods of research must be discussed and agreed with the lecturer. Candidates should not contact any person from any organisation outside the centre without prior permission from the lecturer. Candidates should be realistic in the demands they may make on those they approach for information; guidance from the lecturer may be needed in this area. Centres should be aware of the need to be sensitive to the negative as well as the positive effects that telephone calls, requests for material and so on may have on organisations and individuals. It may be more appropriate to use the Internet, desk-based research and/or draw upon candidate's previous learning and experience, rather than for each individual to make a personal approach to an organisation or individual (other than actual clients). However, the final decision on the most suitable approach lies with candidates and their lecturers.

References supplied by candidates

Please note that it is legitimate for candidates to use brief quotations from information sources such as articles (in print or stored electronically) or books. Such quotations must be placed within quotation marks followed by the reference, including the chapter and or section and page number. Texts referred to should be included in the bibliography.

The following format for references should be used:

Books

Author's surname, followed by forename or initials, title of book (in italics or underlined), place of publication, name of publisher, year of publication.

For example:

Barton, T, *Fieldwork for Geographers*, London: Edward Arnold, 1985

Articles

Author's surname, followed by forename or initials, title of the article (in inverted commas), title of the periodical (underlined or in italics), volume number, part number, year of publication, page number(s).

For example:

Sugden, DE, 'Perspectives on the Glaciation of Scotland', *SAGT Journal No. 17*, 1988, pp 4–10.

Maps and Diagrams

Sources should be given on each map and diagram and should be stated in the same format as for books and articles, as appropriate.

For example:

Microsoft Encarta 1997

Internet

If a website has been used then the address (URL) must be disclosed.

For example:

www.sqa.org.uk

It is important to note that unacknowledged copying will be penalised, usually by cancellation of the candidate entry.

9. Core Skills

It is possible that successful attainment of this Course would lead to the automatic certification of particular Core Skills or Core Skill components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

It should be noted that this project, in common with other project-based Courses, follows the planning/developing/evaluating cycle. As a result of this it is likely that successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2. The final Core Skills statement, as above, will confirm this.