

**HAIRDRESSING**  
**Intermediate 1**

**Second edition — April 2007**

**NOTE OF CHANGES TO ARRANGEMENTS  
SECOND EDITION PUBLISHED APRIL 2007**

**COURSE TITLE** Hairdressing (Intermediate 1)

**COURSE NUMBER:** C238 10

**National Course Specification:** Minor amendments to update format

**National Unit Specification:** Minor amendments to update format

## National Course Specification

### Hairdressing (Intermediate 1)

**COURSE CODE C238 10**

#### COURSE STRUCTURE

This Course has four mandatory Units.

The mandatory Units are:

<i><b>DX0M 10</b></i>	<i><b>Hairdressing: Salon Awareness</b></i>	<i><b>1 credit</b></i>	<i><b>(40 hours)</b></i>
<i><b>DX0N 10</b></i>	<i><b>Hairdressing: Working in the Salon</b></i>	<i><b>1 credit</b></i>	<i><b>(40 hours)</b></i>
<i><b>DX0K 10</b></i>	<i><b>Hairdressing: Employability Skills</b></i>	<i><b>1 credit</b></i>	<i><b>(40 hours)</b></i>
<i><b>DX0P 10</b></i>	<i><b>Hairdressing: Creativity</b></i>	<i><b>1 credit</b></i>	<i><b>(40 hours)</b></i>

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Scottish Vocational Qualifications (SVQs) in Hairdressing
- ◆ further education
- ◆ training/employment

#### CREDIT VALUE

The Intermediate 1 Course in Hairdressing is allocated 24 SCQF credit points at SCQF level 4\*.

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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#### Administrative Information

**Publication date:** April 2007

**Source:** Scottish Qualifications Authority

**Version:** 02

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## **National Course Specification: (cont)**

### **COURSE**     **Hairdressing (Intermediate 1)**

#### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Course.

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for this Course.

#### **LINKS TO NATIONAL OCCUPATIONAL STANDARDS**

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

Aspects of the NOS from levels 1 and 2 have been incorporated into this Course. As a result, the competence, knowledge and understanding achieved by candidates broadly reflect these standards.

The Units of the Course have been linked to elements of the following:

- ◆ level 1: Assist with salon reception duties
- ◆ level 1: Contribute to the development of effective working relationships
- ◆ level 1: Shampoo and condition hair
- ◆ level 1: Prepare for hairdressing services and maintain work areas
- ◆ level 1: Ensure your own actions reduce risks to health and safety and 2
- ◆ level 2: Give clients a positive impression of yourself and your organisation
- ◆ level 2: Shampoo and condition hair and scalp
- ◆ level 2: Develop and maintain your effectiveness at work

In this Course, the areas where the above standards are reflected are:

- ◆ knowledge of and adherence to health and safety procedures
- ◆ dealing with working areas, products and equipment
- ◆ supporting customers/others in hairdressing activities
- ◆ establishing effective relationships with clients/others
- ◆ developing basic practical skills
- ◆ reviewing own skills and abilities and setting targets for improvement

## National Course Specification: course details (cont)

**COURSE** Hairdressing (Intermediate 1)

### RATIONALE FOR SKILLS FOR WORK COURSES

Skills for Work Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

#### Learning through practical experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - learning in real or simulated workplace settings
  - learning through role play activities in vocational contexts
  - carrying out case study work
  - planning and carrying out practical tasks and assignments

#### Learning through reflecting at all stages of the experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - preparing and planning for the experience
  - taking stock throughout the experience — reviewing and adapting as necessary
  - reflecting after the activity has been completed — evaluating and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

### CORE SKILLS

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Problem Solving
- ◆ Working with Others

## National Course Specification: Course details (cont)

### COURSE      Hairdressing (Intermediate 1)

#### Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *generic skills/attitudes valued by employers*
  - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
  - self-evaluation skills
  - positive attitude to learning
  - flexible approaches to solving problems
  - adaptability and positive attitude to change
  - confidence to set goals, reflect and learn from experience
  
- ◆ *specific vocational skills/knowledge*
  - Course Specifications highlight the links to National Occupational Standards (NOS) in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

## **National Course Specification: Course details (cont)**

### **COURSE      Hairdressing (Intermediate 1)**

#### **RATIONALE FOR INTERMEDIATE 1 HAIRDRESSING COURSE**

This Intermediate 1 Hairdressing Course has been designed to provide a basic hairdressing qualification which reflects the initial skills required by the hairdressing industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hairdressing industry.

The target group for this Course is school candidates in S3 and above. It is anticipated that the course will build on existing partnerships between schools, Further Education colleges, employers and other training providers. Such partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise.

The Course has been designed to meet the needs of the hairdressing industry and will offer a basic entry level qualification for those who have identified hairdressing as a possible career path. The knowledge and experiences acquired by candidates will not only enable candidates to work within the hairdressing industry but will also develop transferable competencies.

The general aims of this Course are to:

- ◆ provide candidates with a broad introduction to the hairdressing industry
- ◆ allow candidates to experience vocationally-related learning
- ◆ encourage candidates to develop a good work ethic
- ◆ encourage candidates to take responsibility for their own learning and development
- ◆ encourage candidates to develop their creativity
- ◆ provide opportunities to develop a range of Core Skills
- ◆ facilitate progression to further education and/or training

The specific aims of this Course are to:

- ◆ prepare candidates for work within the hairdressing industry
- ◆ begin to develop basic hairdressing skills
- ◆ develop good practice in maintaining a tidy and safe working environment
- ◆ develop an awareness of relevant health and safety issues
- ◆ develop self presentation skills
- ◆ develop a positive and responsible attitude to work
- ◆ develop communication and customer care skills
- ◆ develop aspects of the Core Skill of Working with Others
- ◆ encourage skills in setting personal goals, reviewing and evaluating
- ◆ encourage creativity
- ◆ build candidates' confidence
- ◆ prepare candidates for further learning, study and training opportunities in hairdressing

## National Course Specification: Course details (cont)

### **COURSE**      Hairdressing (Intermediate 1)

Hairdressing is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Certificate (HNC). This Course fills an identified need for an introductory Course which is suitable for school candidates, meets the needs of industry, reflects National Occupational Standards and helps candidates to maximise their own potential. This Course may also be suitable for adult returners in a further education environment as a first step into vocationally-related learning. This Course will give such candidates an introduction to hairdressing, build confidence and give the opportunity to develop a range of employability and core skills.

The Intermediate 1 Hairdressing Course may therefore provide a variety of progression opportunities. These include:

- ◆ Scottish Vocational Qualifications (SVQs) in Hairdressing
- ◆ further education
- ◆ training/employment

## **National Course Specification: Course details (cont)**

### **COURSE      Hairdressing (Intermediate 1)**

#### **COURSE CONTENT**

##### **Summary of Course content**

The Course provides a broad, experiential introduction to hairdressing. The focus is on experiencing the salon environment to learn about the different roles and responsibilities in hairdressing and to begin to develop vocational skills and knowledge. Practical experience of general salon duties to support stylists and assist with customer care is included. Specific skills involved in shampooing, conditioning and drying hair are developed and the creative side of hairdressing is also explored, with candidates having the opportunity to experiment with style ideas. The Course places emphasis throughout all Units on the employability skills and attitudes which will help to prepare candidates for the workplace.

##### **Summary of Unit content**

##### **Hairdressing: Salon Awareness (Intermediate 1) (1 credit)**

This Unit introduces candidates to the roles and responsibilities of team members in a hairdressing salon and explores the diversity of available roles in the hairdressing industry. The Unit places emphasis on the role of an individual initially entering work in a hairdressing salon environment and the conditions they will experience.

Candidates will participate in a number of activities which will help them to develop knowledge and understanding of their role within the salon structure. The Unit also covers basic knowledge of working safely and an awareness of health and safety legislation.

##### **Hairdressing: Working in the Salon (Intermediate 1) (1 credit)**

The focus of this Unit is practical. This Unit introduces candidates to the general salon duties which will be undertaken by someone initially entering work in a hairdressing salon.

Candidates will also learn how to shampoo and condition hair and will develop skills in drying techniques, which will be beneficial to them as they progress in the hairdressing industry. Candidates will participate in a number of activities which will help them to develop the skills contained within this Unit.

##### **Hairdressing: Employability Skills (Intermediate 1) (1 credit)**

While employability skills are developed in all the Units of this Course, this Unit focuses on the employability skills identified by employers in the hairdressing industry. On completion of this Unit candidates should be able to demonstrate a positive approach when interacting with others including customers. This positive approach should include communicating appropriately, working as a member of a team, and having respect and consideration for others.

Candidates will also develop the ability to review their own progress in a number of clearly identified employability skills. They will have the opportunity to identify strengths and weaknesses and identify their own development needs. These skills are transferable to other employment areas and will in general enhance candidates' employability.

## National Course Specification: Course details (cont)

### **COURSE**      Hairdressing (Intermediate 1)

#### **Hairdressing: Creativity (Intermediate 1)**

**(1 credit)**

This Unit will encourage candidates to express their creativity, build confidence and develop transferable competencies. It also encourages them to develop skills in working with others and teamwork, and to recognise the importance of these. This Unit will also prepare candidates for work and facilitate progression to further education and/or training.

The Unit is based on a creativity assignment which allows candidates to explore and interpret their own individuality and style. They will also plan, prepare for and produce, with support, an image on a mannequin head. Candidates will have an opportunity to use existing skills and develop new skills.

#### **ASSESSMENT**

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

#### **Assessment objectives**

Assessment across the Units of this Course allows candidates to demonstrate:

- ◆ knowledge and skills in relation to working in a hairdressing setting
- ◆ practical vocational skills
- ◆ communication and customer care skills
- ◆ awareness of current relevant health and safety legislation
- ◆ skills for employment in the hairdressing industry

Assessment in the Course is mainly through performance of practical activities supported by assessor observation checklists.

#### **Unit assessment**

#### **Hairdressing: Salon Awareness (Intermediate 1)**

**(1 credit)**

Assessment in this Unit consists of:

- ◆ an open-book assignment leading to the production of a folio on roles, responsibilities, careers and health and safety legislation in hairdressing
- ◆ performance evidence supported by an assessor observation checklist for participating in activities on four occasions in a specified role in a hairdressing salon

## National Course Specification: Course details (cont)

### **COURSE**      Hairdressing (Intermediate 1)

#### **Hairdressing: Working in the Salon (Intermediate 1)** **(1 credit)**

Assessment in this Unit consists of:

- ◆ performance evidence supported by an assessor observation checklist for participating in activities relating to general hairdressing salon duties on two occasions
- ◆ performance evidence supported by an assessor observation checklist for activities relating to shampooing and conditioning on two occasions
- ◆ performance evidence supported by an assessor observation checklist for activities involved in developing skills in drying techniques on two occasions

#### **Hairdressing: Employability Skills (Intermediate 1)** **(1 credit)**

Assessment in this Unit consists of:

- ◆ performance evidence supported by an assessor observation checklist for activities involving interaction with customers, in a hairdressing salon environment on two occasions
- ◆ performance evidence supported by an assessor observation checklist for activities involving interaction with others in a team, in a hairdressing salon environment on two occasions
- ◆ four completed candidate review sheets, recording development of employability skills

#### **Hairdressing: Creativity (Intermediate 1)** **(1 credit)**

Assessment in this Unit consists of an integrated creativity assignment which will enable candidates to produce the following evidence:

- ◆ a mood board which reflects own individuality and style, effectively combining texture and colour
- ◆ a storyboard plan which identifies the steps required to prepare for and create an image that reflects the individuality and style expressed in own mood board
- ◆ performance evidence supported by an assessor observation checklist for participating in activities that develop the skills required to create an image
- ◆ performance evidence supported by an assessor observation checklist for undertaking activities relating to the creation and presentation of a completed image that reflects the individuality and style identified in own mood board

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

### **QUALITY ASSURANCE**

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk)

## National Course Specification: Course details (cont)

**COURSE** Hairdressing (Intermediate 1)

### GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE

#### Suggested order/sequence of delivery

Centres should ensure that an induction to the Course is given, which will enable candidates to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the hairdressing industry are stressed at this time.

While the sequence of delivery of the Units is for individual centres to decide, centres may wish to integrate delivery across Units to give candidates a realistic and interesting experience. In particular they may wish to commence the *Hairdressing: Creativity* Unit early in the course to enable candidates to develop ideas over a sustained period of time.

Another possible approach could be to start with the *Hairdressing: Salon Awareness* and *Hairdressing: Employability Skills* Units, as this would enable the *Hairdressing: Salon Awareness* activities to be spread over a longer period of time and therefore give candidates longer to gather evidence for their folio; evidence for the *Hairdressing: Employability Skills* Unit to be gathered during delivery of the other Units and for candidates to have an understanding of their role in the salon before progressing to the *Hairdressing: Working in the Salon* Unit.

Whichever model of delivery is adopted, the culmination of the Course should be the presentation of Outcome 4 of the *Hairdressing: Creativity* Unit.

#### Learning and Teaching

The main approaches to learning in this Course should be experiential, practical and candidate centred. Candidates should have the opportunity to learn and develop practical skills in a salon environment where they will experience workplace conditions, deal with customers, learn how to work with others in a team and develop good working practices.

Centres should ensure that an induction to each Unit within the Course is given, which will enable candidates to understand fully what is required and the approaches to be adopted.

Candidates should have the opportunity to develop relevant vocational skills, as well as a variety of employability skills, in a hairdressing salon environment. Some of these skills are generic skills required in the wider workplace, while others are specific employability skills required for the hairdressing industry.

It will be important to ensure that candidates are provided with advice and guidance on what is expected of them when they are working in the hairdressing industry. Candidates must be given clear information, advice and guidance about what their role is within the salon with regards to appearance, attitude, behaviour, customer care and working in a team.

Due to the practical nature of the Course, each part of teaching/learning should incorporate both theory and practice, to facilitate learning. Candidates will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

## National Course Specification: Course details (cont)

### **COURSE**      Hairdressing (Intermediate 1)

Practical demonstration followed by supported role play with peers will enable candidates to practice and gain confidence before progressing to the working environment. Formative work throughout will enhance performance. Candidates should be encouraged to learn through a variety of experiences and activities which are designed to enhance their awareness of salon conditions and to develop salon skills.

It is also important that candidates get support and feedback from a responsible person on their self evaluation and progress throughout. Feedback should highlight aspects where candidates did well and areas that require to be improved.

#### **Visiting speakers/visits to salons**

Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of visits from a member of staff to give candidates a realistic view of jobs and conditions in the hairdressing industry. It may be possible for centres to arrange visits to hairdressing salons as part of candidates' learning experience, to help candidates build knowledge and understanding. Group fact finding activities could also be arranged so that candidates can share information about a wide range of possible career routes and job roles.

#### **Health and Safety**

Opportunities should be taken within the course to integrate the required knowledge of current relevant health and safety legislation in a real context. Simulated activities could be set up which clearly demonstrate risks that may be found in a working salon environment. Legislation could be related to the use of products and equipment in the salon. In this way the health and safety legislation/requirements will not only be more relevant, but will be more easily understood and remembered. Candidates could be asked, in groups, to carry out simple risk assessments in the salon and report back to the class. The emphasis should always be on the practice of working safely. The extent of knowledge required by candidates must be clearly defined and appropriate to Intermediate 1.

#### **Approaches to assessment**

The evidence requirements for Units within the Intermediate 1 Hairdressing Course are fully expressed in the mandatory section of each Unit Specification.

Units have been designed so that assessment evidence can be gathered holistically where possible. A variety of approaches are used for gathering evidence, reflecting the variety of learning experiences offered across the Course. Checklists should be used where appropriate to help reduce the burden of gathering evidence and the National Assessment Bank (NABs) provide examples.

The *Hairdressing: Employability Skills* Unit should be integrated with the other three Units in the Course. Opportunities to integrate evidence can be found in the activities undertaken in the *Hairdressing: Salon Awareness*, *Hairdressing: Working in the Salon* and *Hairdressing: Creativity* Units. Suggested approaches to gathering evidence are highlighted in the Section *Guidance on Approaches to Assessment* of the *Hairdressing: Employability Skills* Unit.

The NAB pack provided for each Unit within the Intermediate 1 Hairdressing Course illustrates the standard that should be applied. If a centre wishes to design its own assessments, they should be of a comparable standard.

## **National Course Specification: Course details (cont)**

**COURSE**      Hairdressing (Intermediate 1)

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Course Specification: Course details (cont)

**COURSE** Hairdressing (Intermediate 1)

**Appendix:** Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

<b>Hairdressing: Salon Awareness</b>	= A
<b>Hairdressing: Working in the Salon</b>	= B
<b>Hairdressing: Employability Skills</b>	= C
<b>Hairdressing: Creativity</b>	= D

<b>Employability skill/attitude</b>	<b>Evidence</b>
◆ positive attitude and willingness to learn	A, C
◆ good timekeeping	A, C
◆ appropriate appearance	A, C
◆ customer care skills	B, C
◆ good communication skills — listening and talking	A, B, C
◆ ability to work in a team	B, C
◆ showing respect and consideration for others	C
◆ ability to follow instructions	A, B, C
◆ ability to multi-task	B, D
◆ timeliness (showing a good sense of time)	B, D
◆ awareness of health and safety procedures	A, B, D
◆ awareness of salon conditions	A
◆ awareness of salon roles and responsibilities	A, B
◆ confidence to seek feedback	C
◆ exploring own creativity	D
◆ review and self-evaluation skills	C

### Assessment evidence in all Units:

- A = Candidate folio of information gathered on salon roles and responsibilities and health and safety and assessor observation checklist of practical activities
- B = Assessor observation checklist of practical activities in general salon duties, shampooing and conditioning and drying techniques
- C = Assessor observation checklists of practical activities in working with customers and colleagues and candidate reviews of employability skills
- D = Mood board, storyboard plan, assessor observation checklist of preparation and performance (creating a style on a mannequin head)

## National Unit Specification: general information

**UNIT** Hairdressing: Salon Awareness (Intermediate 1)

**CODE** DX0M 10

**COURSE** Hairdressing (Intermediate 1)

### SUMMARY

This Unit has been designed as a mandatory Unit of the *Hairdressing (Intermediate 1) Course* and should be taken as part of that Course.

This Unit introduces candidates to the roles and responsibilities of team members in a hairdressing salon and explores the diversity of available roles in the hairdressing industry. The Unit will place emphasis on the role of an individual initially entering work in a hairdressing salon environment and the conditions they will experience.

Candidates will participate in a number of activities which will help them to develop knowledge and understanding of their role within the salon structure. The Unit also covers basic knowledge of working safely and an awareness of health and safety legislation.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory qualification as part of a general education or as a first step to more specialised study.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of the roles and responsibilities in a hairdressing salon and a range of roles in the hairdressing industry.
- 2 Demonstrate knowledge and understanding of relevant health and safety requirements in a hairdressing salon.
- 3 Participate in activities in a specified role in a hairdressing salon.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** HL

**Publication date:** April 2007

**Source:** Scottish Qualifications Authority

**Version:** 02

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## **National Unit Specification: general information (cont)**

**UNIT** Hairdressing: Salon Awareness (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT Hairdressing: Salon Awareness (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate knowledge and understanding of the roles and responsibilities in a hairdressing salon and a range of roles in the hairdressing industry.

##### **Performance Criteria**

- (a) Describe the organisational structure in a specified hairdressing salon.
- (b) List the relevant responsibilities relating to specified roles within the salon team.
- (c) Identify a range of career opportunities in the hairdressing industry.
- (d) Gather information on training, qualifications and experience needed for these careers.

#### **OUTCOME 2**

Demonstrate knowledge and understanding of relevant health and safety requirements in a hairdressing salon.

##### **Performance Criteria**

- (a) Explain the difference between a hazard and a risk.
- (b) Identify potential hazards and risks in the salon.
- (c) Identify legislation relevant to health and safety in the salon.
- (d) Demonstrate in practice an understanding of working safely in the salon.

#### **OUTCOME 3**

Participate in activities in a specified role in a hairdressing salon.

##### **Performance Criteria**

- (a) Arrive on time and dressed appropriately.
- (b) Assist in the salon as required in the allocated role.
- (c) Respond appropriately to requests for assistance.
- (d) Participate in specified activities, carrying out all instructions given.
- (e) Follow the correct organisational procedures while carrying out tasks in the salon.
- (f) Comply with relevant health and safety requirements while working in the salon.

## National Unit Specification: statement of standards (cont)

### UNIT Hairdressing: Salon Awareness (Intermediate 1)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence and written/oral recorded evidence that cover all the Outcomes and Performance Criteria are required for this Unit.

#### Outcomes 1 and 2 — Assignment

An assignment will be set which candidates will complete in open-book conditions. Evidence may be gathered throughout the Unit and final selection of items for inclusion in a folio should take place towards the end of the Unit under supervision.

The folio should contain:

- ◆ a description of the organisational structure of a specified hairdressing salon
- ◆ a list of the roles and responsibilities of specified team members in a salon
- ◆ a list of a minimum of three careers available in the hairdressing industry with clear information on training, qualifications and experience needed for these careers
- ◆ a clear, accurate explanation of the difference between a risk and a hazard
- ◆ a list (or completed form) that accurately identifies risks and hazards in the salon
- ◆ a brief description of the four main pieces of legislation that are relevant to health and safety in the salon

#### Outcomes 2 and 3 — Performance Evidence

Candidates will be required to demonstrate by practical activity on a minimum of **four** occasions that they are able to:

- ◆ arrive on time and dressed appropriately
- ◆ work safely in the salon
- ◆ assist in the salon as required in allocated role
- ◆ respond appropriately to requests for assistance
- ◆ carry out all instructions given
- ◆ follow the correct salon procedures relating to task requirements within their role
- ◆ comply with relevant health and safety legislation relating to task requirements

An assessor observation checklist should be used to provide evidence of performance.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with customers and working with others in a team, and develop good working practice.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes an assignment brief, assignment feedback sheet and an assessor checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Hairdressing: Salon Awareness (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to help candidates gain an understanding of the working environment they are likely to experience in a hairdressing salon. Candidates will have the opportunity to explore roles, responsibilities and career opportunities in hairdressing which will help to inform their choices for future study and employment. An understanding of the workplace and realistic expectations of roles and responsibilities will also ease the transition into employment.

The Unit will introduce candidates to the organisational structure of a hairdressing salon and the roles and responsibilities of its team members. Emphasis should be given to the role of an individual initially entering work in a salon environment, the salon's expectations of them and the conditions they will experience.

Key areas of knowledge are:

- ◆ organisational structure of a hairdressing salon
- ◆ roles and responsibilities of team members in a hairdressing salon
- ◆ conditions of work, eg hours of work, dress code
- ◆ working safely in the salon
- ◆ basic hygiene procedures
- ◆ preventing infection
- ◆ salon procedures relating to task requirements within own role
- ◆ awareness of the requirements of appropriate current health and safety legislation and where to get further information on:
  - Health and Safety at Work Act
  - Control of Substances Hazardous to Health (COSHH) Regulations
  - Electricity at Work Regulations
  - Personal Protective Equipment at Work Regulations
- ◆ the difference between a risk and a hazard
- ◆ risks present in the salon environment and how to minimise these
- ◆ careers available in hairdressing including training, qualifications and experience required

Candidates will participate in a number of team activities that will help them to develop knowledge and understanding of their role within the salon structure. Examples of such activities are preparing clients for a variety of services, preparing work areas and trolleys, shampooing and conditioning hair, maintaining a towel supply, day-to-day cleaning of the salon, assisting with reception duties, client care and assisting stylists. The teacher/lecturer may allocate team roles to facilitate these activities.

The Unit also covers basic knowledge on working safely and an awareness of health and safety legislation. Candidates will not be expected to know the details of legislation, but they should be aware that the legislation exists and be aware of how it affects everyday practice in the salon. They will also be expected to develop an understanding of their responsibilities with regard to health and safety.

## National Unit Specification: support notes (cont)

### UNIT Hairdressing: Salon Awareness (Intermediate 1)

In Outcome 2, candidates need to know and understand the health and safety requirements within the salon and be able to check their own working practices and working area for any risks to themselves or others. They should be able to identify risks arising from potential/actual hazards and also identify how they can deal with them or relate information to the responsible person within their workplace.

The employability skills and behaviours identified by employers are an important part of the content of this Unit. Candidates will learn the importance of working within their designated role, acting responsibly, verbal communication, customer care, listening skills, following instructions, working in a team and having respect and consideration for others.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates should be made aware that the following are essential in building an employability profile in hairdressing:

- ◆ showing a positive attitude\*
  - showing a willingness to learn
  - showing an interest in hairdressing
  - showing drive and commitment
- ◆ good timekeeping\*
- ◆ appropriate appearance\*
- ◆ customer care skills
- ◆ good verbal communication
- ◆ good listening skills\*
- ◆ ability to work in a team
- ◆ showing respect and consideration for others
- ◆ ability to follow instructions\*
- ◆ ability to multi-task
- ◆ timeliness (showing a good sense of time)
- ◆ awareness of Health and Safety Procedures\*
- ◆ awareness of salon conditions\*
- ◆ awareness of salon roles and responsibilities\*
- ◆ confidence to seek feedback

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with customers and working with others in a team, and develops good working practice. This Unit is not suitable for delivery in a conventional classroom setting.

## **National Unit Specification: support notes (cont)**

### **UNIT Hairdressing: Salon Awareness (Intermediate 1)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The requirements of the Unit should be discussed with candidates as part of the induction to the Unit. The main approach to learning and teaching should be practical and experiential. Candidates should be encouraged to learn through a variety of experiences and activities which are designed to enhance their awareness of salon conditions. Each part of teaching/learning should incorporate both theory and practice, to facilitate learning.

In Outcome 1 candidates will have to know the structure of a hairdressing salon and the roles and responsibilities of the salon team. They should also have the opportunity to explore the diversity of career opportunities in the hairdressing industry and the training, qualifications and experience required to follow these careers. The learning and teaching should be arranged to allow candidates to build a folio of information. As far as possible, this should be candidate-centred activity. Fact finding activities could be based on individual, group or whole class research. Much of the learning could be through visits or through talking to professionals.

Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of visits from a member of staff to give candidates a realistic view of jobs and conditions in the hairdressing industry. It may be possible for centres to arrange visits to hairdressing salons as part of the candidates' learning experience, to help candidates build knowledge and understanding. Group fact finding activities could also be arranged so that candidates can share information about a wide range of possible career routes and job roles.

In Outcome 2 opportunities should be taken to integrate the required knowledge of health and safety legislation in a real context. Simulated activities could be set up which clearly demonstrate risks which may be found in a working salon environment. Legislation could be related to the use of products and equipment in the salon. In this way the health and safety legislation/requirements will not only be more relevant but will be more easily understood and remembered. Candidates could be asked, in groups, to carry out simple risk assessments in the salon and report back to the class. The emphasis should always be on the practice of working safely.

In Outcome 3 candidates should be encouraged to develop good working practices which meet both organisational and national health and safety policies and procedures. Good working practice will be developed as a result of working with others and undertaking activities within their designated role in the salon. Examples of such activities are, preparing clients for a variety of services, preparing work areas and trolleys, shampooing and conditioning hair, maintaining a towel supply, day-to-day cleaning of the salon, assisting with reception duties, client care and assisting stylists.

In addition to the vocational content, candidates should be encouraged to focus on the general employability skills identified by employers. They should be encouraged to appreciate that these are important both in gaining employment and in progressing in the workplace.

Candidates should experience workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace. It is important to encourage candidates throughout the Unit to evaluate their own work and progress. They should be encouraged to seek advice and set themselves goals to build competence and confidence.

## **National Unit Specification: support notes (cont)**

### **UNIT Hairdressing: Salon Awareness (Intermediate 1)**

The Unit, therefore, should incorporate a variety of approaches to teaching and learning, including:

- ◆ tutor presentations
- ◆ group work and discussion
- ◆ practical activities
- ◆ video presentations
- ◆ visits to salons
- ◆ visiting speakers
- ◆ handouts
- ◆ individual and group research
- ◆ reflection and evaluation
- ◆ simulated activities

Achievement of this Unit will be dependent on candidates being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with customers, and working with others in a team, and develops good working practice.

It is expected that, at this level, candidates will be given support and guidance from the assessor/person responsible before progressing to assessment.

#### **Core Skills**

In this Unit, candidates will carry out practical activities in the salon that involve listening, seeking advice, talking to customers and collecting and organising information from a number of sources. These are good opportunities for developing communication skills and for working co-operatively with others.

The opportunity should be taken during this Unit to emphasise that the employability skills developed and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

Evidence for the folio could be gathered at different points throughout the Unit. This would be particularly beneficial to candidates in the identifying of risks in the salon environment and the health and safety legislation to which they must adhere.

Gathering evidence on an ongoing basis, with final selection of items for inclusion in the folio taking place towards the end of the Unit under supervision, should enable candidates to submit a folio of evidence without the need for re-assessment.

Performance evidence for Outcomes 2 and 3 should be gathered over a realistic timeframe, which will give candidates the opportunity to develop good working practices, through working within their designated role in the salon. There are good opportunities for formative assessment within these Outcomes, including self and peer assessment.

## **National Unit Specification: support notes (cont)**

### **UNIT Hairdressing: Salon Awareness (Intermediate 1)**

When delivering this Unit as part of the *Hairdressing (Intermediate 1) Course*, performance evidence for Outcomes 2 and 3 of this Unit could be integrated with the *Hairdressing: Employability Skills* Unit.

Assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external moderation purposes.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes an assignment brief, assignment feedback sheet and an assessor checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: general information

**UNIT** Hairdressing: Working in the Salon (Intermediate 1)

**CODE** DX0N 10

**COURSE** Hairdressing (Intermediate 1)

### SUMMARY

This Unit has been designed as a mandatory Unit of the *Hairdressing (Intermediate 1) Course* and should be taken as part of that Course.

The focus of this Unit is practical. This Unit introduces candidates to the general salon duties that will be undertaken by someone initially entering work in a hairdressing salon.

Candidates will also learn how to shampoo and condition hair and will develop skills in drying techniques, that will be beneficial to them as they progress in the hairdressing industry.

Candidates will participate in a number of activities that will help them to develop the skills contained within this Unit.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory qualification as part of a general education or as a first step to more specialised study.

### OUTCOMES

- 1 Carry out general salon duties in a hairdressing salon environment.
- 2 Prepare for and carry out shampooing and conditioning in a hairdressing salon environment.
- 3 Develop skills in drying techniques in a hairdressing salon environment.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** HL

**Publication date:** April 2007

**Source:** Scottish Qualifications Authority

**Version:** 02

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## **National Unit Specification: general information (cont)**

### **UNIT** Hairdressing: Working in the Salon (Intermediate 1)

#### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT Hairdressing: Working in the Salon (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Carry out general salon duties in a hairdressing salon environment.

##### **Performance Criteria**

- (a) Identify and carry out general salon duties that support the work of stylists.
- (b) Follow salon procedures to maintain a tidy, clean work area.
- (c) Assist with reception and customer care duties.
- (d) Contribute to the smooth running of the salon by undertaking these duties.
- (e) Comply with relevant health and safety requirements while working in the salon.

#### **OUTCOME 2**

Prepare for and carry out shampooing and conditioning in a hairdressing salon environment.

##### **Performance Criteria**

- (a) Prepare client for shampooing and conditioning.
- (b) Position client at the basin effectively and comfortably.
- (c) Identify appropriate products to be used.
- (d) Carry out shampooing and conditioning using appropriate massage techniques.
- (e) Remove excess moisture from hair and wrap hair in a towel.
- (f) Comply with relevant health and safety requirements while shampooing and conditioning.

#### **OUTCOME 3**

Develop skills in drying techniques in a hairdressing salon environment.

##### **Performance Criteria**

- (a) Carry out appropriate steps to prepare hair for drying.
- (b) Select appropriate tools.
- (c) Develop dexterity in use of tools.
- (d) Use dryer airflow and temperature appropriately.
- (e) Comply with relevant health and safety requirements while drying hair.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Hairdressing: Working in the Salon (Intermediate 1)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Performance evidence that covers all the Outcomes and Performance Criteria is required for this Unit.

Practical activities for this Unit should be carried out either in a realistic working environment or real workplace, which involves working with customers and working with others in a team, and develops good working practice.

#### **Outcome 1 — Performance Evidence**

Candidates will be required to demonstrate by practical activity on a minimum of **two** occasions that they are able to:

- ◆ identify and carry out general salon duties which support the work of stylists
- ◆ follow salon procedures to maintain a tidy, clean work area
- ◆ assist with reception and customer care duties
- ◆ contribute to the smooth running of the salon by undertaking these duties
- ◆ comply with relevant health and safety requirements while working in the salon

An assessor observation checklist should be used to provide evidence of performance.

#### **Outcome 2 — Performance Evidence**

Candidates will be required to demonstrate by practical activity on a minimum of **two** occasions that they are able to:

- ◆ prepare client for shampooing and conditioning
- ◆ position client at the basin effectively and comfortably
- ◆ identify appropriate products to be used
- ◆ carry out shampooing and conditioning using appropriate massage techniques
- ◆ remove excess moisture from hair and wrap hair in a towel
- ◆ comply with relevant health and safety requirements while shampooing and conditioning

An assessor observation checklist should be used to provide evidence of performance.

#### **Outcome 3 — Performance Evidence**

Candidates will be required to demonstrate by practical activity on a minimum of **two** occasions that they are able to:

- ◆ carry out appropriate steps to prepare hair for drying
- ◆ select appropriate tools
- ◆ develop dexterity in use of tools
- ◆ use dryer airflow and temperature appropriately
- ◆ comply with relevant health and safety requirements while drying hair

## **National Unit Specification: statement of standards (cont)**

### **UNIT** Hairdressing: Working in the Salon (Intermediate 1)

An assessor observation checklist should be used to provide evidence of performance.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1, 2 and 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Hairdressing: Working in the Salon (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The focus of this Unit is practical. The Unit will introduce candidates to the general salon duties which need to be carried out on entry into work in a hairdressing salon — eg cleaning work stations, providing tea/coffee, sweeping floor, maintaining a towel supply, client preparation for a range of services, preparing products, tools and equipment. Candidates will also learn how to shampoo and condition hair and develop skills in drying techniques.

Sectioning and control of hair, brush handling, control of dryer airflow and developing dexterity when using tools and equipment are areas which will be included. At this level it is not anticipated that candidates will be assessed on a full blow dry, but on the skills that make the end result possible. This may be carried out either on a client or a mannequin head.

The inclusion of basic reception skills — such as answering the telephone, assisting with taking appointments, greeting clients and assisting with taking money, will give candidates an opportunity to sample reception work within the hairdressing industry which may prove to be a career they wish to pursue.

It is essential that relevant aspects of current health and safety legislation are explained and adhered to as part of the work of this Unit.

Key areas of knowledge are:

- ◆ Working safely in the salon
- ◆ Basic hygiene procedures
- ◆ Preventing infection
- ◆ Basic resources required for specific services
- ◆ Awareness of the requirements of appropriate current health and safety legislation and where to find further information on:
  - Health and Safety at Work Act
  - Control of Substances Hazardous to Health (COSHH) Regulations
  - Electricity at Work Regulations
  - Personal Protective Equipment at Work Regulations
- ◆ Organisational requirements relating to treatment areas, storage and disposal
- ◆ Client preparation
- ◆ Salon's range of shampoos and conditioners
- ◆ Basic shampoo techniques – effleurage, rotary
- ◆ Basic conditioning techniques – effleurage, petrissage
- ◆ Procedure for shampooing and conditioning the hair
- ◆ Methods used to detangle hair
- ◆ Sectioning methods
- ◆ Salon's range of styling and finishing products

## National Unit Specification: support notes (cont)

### UNIT Hairdressing: Working in the Salon (Intermediate 1)

- ◆ Brush control
- ◆ Control of dryer airflow
- ◆ Importance of direction of dryer airflow
- ◆ Basic reception skills
- ◆ Effective communication
- ◆ Responding appropriately to others

In addition to the vocational content, candidates should be encouraged to develop a positive approach to the employability skills identified by employers. These should be taught as an integral part of the Unit. Opportunities will arise while working in the salon environment to highlight the value of a positive attitude, good timekeeping, appropriate appearance, good customer care, listening skills, working in a team, following instructions, ability to multi-task, a good sense of time and an awareness of health and safety legislation.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have opportunities to develop the following employability skills:

- ◆ showing a positive attitude
  - a willingness to learn
  - an interest in hairdressing
  - drive and commitment
- ◆ good timekeeping
- ◆ appropriate appearance
- ◆ customer care skills\*
- ◆ good verbal communication\*
- ◆ good listening skills\*
- ◆ ability to work in a team\*
- ◆ showing respect and consideration for others
- ◆ ability to follow instructions\*
- ◆ ability to multi-task\*
- ◆ timeliness (showing a good sense of time)\*
- ◆ awareness of Health and Safety Procedures\*
- ◆ awareness of salon conditions
- ◆ awareness of salon roles and responsibilities\*
- ◆ confidence to seek feedback

Achievement in a number of these employability skills (those marked with an asterisk \*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with customers and working with others in a team, and will develop good working practice. This Unit is not suitable for delivery in a conventional classroom setting.

## **National Unit Specification: support notes (cont)**

### **UNIT Hairdressing: Working in the Salon (Intermediate 1)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

There should be an induction to the Unit which allows candidates to understand fully what is required and the approaches which will be adopted.

The main approach to learning in this Unit should be experiential, practical and candidate-centred. Candidates should have the opportunity to learn and develop practical skills in a salon environment where they will experience workplace conditions and will learn how to work with others in a team.

Due to the practical nature of this Unit, each part of teaching/learning should incorporate both theory and practice, to facilitate learning. Candidates will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

Practical demonstration followed by supported role-play with peers will enable candidates to practise and gain confidence before progressing to the working environment. Formative work throughout will enhance performance.

Candidates should be shown how to carry out the general and specific salon duties to meet salon requirements, whilst avoiding disruption to others. It should also be made clear that adhering to scheduled duties is important. Candidates should then be given the opportunity to practise these duties within a working environment before progressing to assessment. The importance of working safely in the salon should be stressed.

Candidates should be shown how to shampoo and condition the hair, remove excess water from the hair and comb through the hair in preparation for the service to be carried out. Candidates should be advised on how to care for their hands appropriately during this process to avoid the risk of dermatitis.

Demonstration of drying techniques should place emphasis on detangling and sectioning the hair, control of hair, brush handling, control of dryer air flow and the development of dexterity when using tools and equipment.

It is important that candidates are made aware of the fact that the handling, disposing and storing of equipment and materials must comply with both the organisation's and manufacturer's instructions and with legal requirements. However, given that this is an Intermediate 1 Unit, the extent of what is required must be clearly defined and appropriate to the level. It is expected that, at this level, candidates will be given support and guidance from the assessor/person responsible before progressing to assessment.

Achievement of this Unit will be dependent on candidates being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with customers, working with others in a team and will develop good working practice.

In the assessment for the Unit, it is anticipated that the knowledge and understanding behind the tasks being carried out will be demonstrated during the practical performance.

## **National Unit Specification: support notes (cont)**

### **UNIT Hairdressing: Working in the Salon (Intermediate 1)**

#### **Core Skills**

In the Unit candidates will carry out reception and customer care duties. These are good opportunities for developing the Core Skill in Oral Communication and also interpersonal skills. They will also be dealing with charges and handling payments and this offers scope to develop aspects of the Core Skill, Numeracy. Many opportunities will arise in this Unit where candidates are working as part of the salon team. They will learn how important it is to work together co-operatively to meet customer needs. These opportunities will allow candidates to develop aspects of the Core Skill of Working with Others.

The opportunity could be taken during this Unit to emphasise that the employability skills developed and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

There are good opportunities for formative assessment in this Unit, including self and peer assessment.

When delivering this Unit as part of the *Intermediate 1 Hairdressing Course*, performance evidence for Outcomes 1, 2 and 3 of this Unit could be integrated with the *Hairdressing: Employability Skills* Unit.

Assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external moderation purposes.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1, 2 and 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: general information

**UNIT** Hairdressing: Employability Skills (Intermediate 1)

**CODE** DX0K 10

**COURSE** Hairdressing (Intermediate 1)

### SUMMARY

This Unit has been designed as a mandatory Unit of the *Hairdressing (Intermediate 1) Course* and should be taken as part of that Course.

This Unit focuses on the employability skills identified by employers in the hairdressing industry. On completion of this Unit candidates will be able to demonstrate a positive approach when interacting with others, including customers. This positive approach should include communicating appropriately, working as a member of a team, and having respect and consideration for others. Candidates will also develop the ability to review their own progress, identify strengths and weaknesses and identify their own development needs. These skills are transferable to other employment areas and will in general enhance candidate's employability.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory qualification as part of a general education or as a first step to more specialised study.

### OUTCOMES

- 1 Interact positively with customers in a hairdressing salon environment.
- 2 Establish and maintain good working relationships with others in a hairdressing salon environment.
- 3 Review own performance and identify areas for improvement in specified employability skills.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** HC

**Publication date:** April 2007

**Source:** Scottish Qualifications Authority

**Version:** 02

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## **National Unit Specification: general information**

**UNIT** Hairdressing: Employability Skills (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: general information**

### **UNIT Hairdressing: Employability Skills (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Interact positively with customers in a hairdressing salon environment.

##### **Performance Criteria**

- (a) Meet specified salon standards for appearance and behaviour.
- (b) Communicate with customers politely and clearly at all stages of the interaction.
- (c) Ask appropriate questions to establish customer needs.
- (d) Respond to customers' questions and seek help from others where necessary.

#### **OUTCOME 2**

Establish and maintain good working relationships with others in a hairdressing salon environment.

##### **Performance Criteria**

- (a) Carry out agreed duties as part of a team.
- (b) Ensure that communication with others is clear, accurate and positive.
- (c) Listen and respond appropriately to others.
- (d) Give help and assistance to others when needed.
- (e) Ask for help and advice from others when needed.

#### **OUTCOME 3**

Review own performance and identify areas for improvement in specified employability skills.

##### **Performance Criteria**

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on specific aspects of own skills and abilities.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving goals over a set period of time.

## National Unit Specification: general information (cont)

### UNIT Hairdressing: Employability Skills (Intermediate 1)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence and written/oral recorded evidence which covers all the Outcomes and Performance Criteria is required.

#### Outcomes 1 and 2 — Performance Evidence

Candidates will be required to demonstrate by practical activity, interaction with customers on a minimum of **two** occasions that they are able to:

- ◆ meet specified salon standards for appearance and behaviour
- ◆ communicate with customers politely and clearly at all stages of the interaction
- ◆ ask appropriate questions to establish customer needs
- ◆ respond to customers' questions and seek help from others where necessary

Candidates will be required to demonstrate by practical activity, interaction with others in a team on a minimum of **two** occasions that they are able to:

- ◆ carry out agreed duties as part of a team
- ◆ ensure that communication with others is clear, accurate and positive
- ◆ listen and respond appropriately to others
- ◆ give help and assistance to others when needed
- ◆ ask for help and advice from others when needed

Assessor observation checklists should be used to provide evidence of performance and should be based on observation, on an ongoing basis, in the hairdressing salon environment.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with customers and working with others in a team, and develops good working practice.

#### Outcome 3 — Candidate Review Sheets

Evidence Requirements for Outcome 3 should take the form of **four** completed candidate review sheets which will give candidates an opportunity to record their personal development. One will be based on an early review, two are to be completed throughout the programme and the fourth will be based on a review carried out towards the end of candidate's programme of activities.

It is expected that, at this level, candidates will be given support and guidance from the assessor/person responsible before completing the final review.

When delivering this Unit as part of the *Hairdressing (Intermediate 1) Course*, opportunities will occur throughout the course to identify, develop and practise the relevant skills. It will therefore be appropriate that assessment of this Unit is integrated with practical activities throughout the Course.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1 and 2 and candidate review sheets for Outcome 3, which include the specified employability skills. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Hairdressing: Employability Skills (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit focuses on the employability skills identified by employers in the hairdressing industry. It is essential to emphasise the development of the skills identified in the Outcomes in order to ensure that candidates understand the importance of how they interact with customers and others if they wish to progress in this vocational area and make a positive contribution when working in a hairdressing salon.

The Unit also gives candidates the opportunity to take responsibility for improving their performance by identifying areas where personal development is required through self evaluation, taking feedback from others, setting goals for improvement, reflecting and evaluating. These skills are transferable to other employment areas and will in general enhance candidate's employability.

#### Employability Skills

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have opportunities to develop the following employability skills:

- ◆ a positive attitude\*
  - a willingness to learn
  - an interest in hairdressing
  - drive and commitment
- ◆ good timekeeping\*
- ◆ appropriate appearance\*
- ◆ customer care skills\*
- ◆ good verbal communication\*
- ◆ good listening skills\*
- ◆ ability to work in a team\*
- ◆ respect and consideration for others\*
- ◆ ability to follow instructions\*
- ◆ ability to multi-task
- ◆ timeliness (showing a good sense of time)
- ◆ awareness of Health and Safety Procedures
- ◆ awareness of salon conditions
- ◆ awareness of salon roles and responsibilities
- ◆ confidence to seek feedback\*
- ◆ review and self evaluation skills\*

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit.

## National Unit Specification: support notes (cont)

### UNIT Hairdressing: Employability Skills (Intermediate 1)

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with customers, working with others in a team and develops good working practice. This unit is not suitable for delivery in a conventional classroom setting.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

When delivering this Unit as part of the *Hairdressing (Intermediate 1) Course*, opportunities will occur throughout the course to identify, develop and practice the relevant skills. It is therefore recommended that delivery of this Unit is integrated throughout the Course.

Candidates should receive an induction to the Unit which explains the requirements of the Unit and the ways in which they can generate evidence.

It will be important to ensure that candidates taking this Unit are provided with advice and guidance on what is expected of them when they are working in the hairdressing industry. Candidates must be given clear information, advice and guidance about what their role is within the organisation with regards to:

- ◆ appearance (eg specified salon dress code, hygiene, hair, make-up)
- ◆ attitude (eg willingness to learn, interest in hairdressing, drive and commitment)
- ◆ behaviour (eg timekeeping, respect and consideration for others, awareness of Health and Safety procedures)
- ◆ customer care (eg dealing with customers' needs/enquiries, communication)
- ◆ working in a team (eg good verbal communication, good listening skills, ability to follow instructions, timeliness (showing a good sense of time), ability to multi-task, helping with general salon duties)

It is also important that candidates get support and feedback from a responsible person on their self evaluation and progress. Feedback should highlight aspects where candidates did well and areas that require to be improved. Discussion with candidates, using the feedback, will help candidates to identifying action points for improvement.

It is expected that, at this level, candidates will be given support and guidance from the assessor/person responsible before progressing to assessment.

#### Core Skills

In this Unit, candidates will develop skills valued by employers. Candidates will carry out practical activities in the salon which will involve dealing with customers, listening, seeking advice, collecting and organising information from stylists, dealing with charges and handling payments. These are good opportunities for developing Core Skills in Communication, Working with Others and Numeracy. Candidates will also be encouraged to take responsibility for improving their own performance through self evaluation, taking feedback from others, setting goals for improvement, reflecting and evaluating. These are good opportunities for developing Core Skills in Communication and Problem Solving.

The opportunity could be taken during this Unit to emphasise that the employability skills and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

## **National Unit Specification: support notes (cont)**

### **UNIT Hairdressing: Employability Skills (Intermediate 1)**

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The evidence requirements are fully expressed in the mandatory section of this Unit Specification.

It is recommended that, when this Unit is being taken as part of the *Hairdressing (Intermediate 1) Course*, assessment is integrated with practical activities throughout the Course. This means that the necessary evidence can be gathered at appropriate points during the Course rather than in a restricted 40 hour block.

Opportunities to gather evidence can be found in the activities undertaken in the *Hairdressing: Salon Awareness*, *Hairdressing: Working in the Salon* and *Hairdressing: Creativity* Units.

When this Unit is being taken as part of the *Hairdressing (Intermediate 1) Course*, it is recommended that, performance evidence for Outcomes 1 and 2 of this Unit is integrated with performance evidence for Outcomes 2 and 3 of the *Hairdressing: Salon Awareness* Unit. The second and third candidate reviews could be integrated with performance evidence for the *Hairdressing: Working in the Salon* Unit and the fourth candidate review could be integrated with performance evidence for the *Hairdressing: Creativity* Unit.

Assessor observation checklist and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external moderation purposes.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes an assessor checklist for Outcomes 1 and 2 and candidate review sheets for Outcome 3, which includes the specified employability skills. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: general information

**UNIT** Hairdressing: Creativity (Intermediate 1)

**CODE** DX0P 10

**COURSE** Hairdressing (Intermediate 1)

### SUMMARY

This Unit has been designed as a mandatory Unit of the *Hairdressing (Intermediate 1) Course* and should be taken as part of that Course.

This Unit will encourage candidates to express their creativity, build confidence and develop transferable competencies. It will also encourage working with others and teamwork. This Unit will also prepare candidates for work and facilitate progression to further education and/or training.

The work of the Unit is based on a creativity assignment which allows candidates to explore and interpret their own individuality and style. They will also plan, prepare for and produce, with support, an image on a mannequin head. Candidates will have an opportunity to use existing skills and develop new skills.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory qualification as part of a general education or as a first step to more specialised study.

### OUTCOMES

- 1 Produce a mood board which reflects own individuality and style.
- 2 Produce a storyboard plan to create an image which reflects the individuality and style expressed in own mood board.
- 3 Develop skills to create the image.
- 4 Create and present the image on a mannequin head.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** HB

**Publication date:** April 2007

**Source:** Scottish Qualifications Authority

**Version:** 02

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## **National Unit Specification: general information (cont)**

### **UNIT**    Hairdressing: Creativity (Intermediate 1)

#### **CREDIT VALUE**

1 credit at (Intermediate 1) (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT Hairdressing: Creativity (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Produce a mood board which reflects own individuality and style.

##### **Performance Criteria**

- (a) Identify items which reflect own individuality.
- (b) Identify a range of textures and colours which reflect own individuality and style.
- (c) Produce a mood board that effectively combines style, textures and colours identified.

#### **OUTCOME 2**

Produce a storyboard plan to create an image which reflects the individuality and style expressed in own mood board.

##### **Performance Criteria**

- (a) Review own mood board to establish key design elements.
- (b) Design an image which reflects the individuality and style expressed in own mood board.
- (c) Identify support required to create an image.
- (d) Identify resources required to create an image.
- (e) Produce a storyboard plan which demonstrates all preparatory steps.

#### **OUTCOME 3**

Develop skills to create the image.

##### **Performance Criteria**

- (a) Identify practical skills required to create the image.
- (b) Practise and develop the identified skills, seeking support where required.
- (c) Comply with relevant health and safety requirements.

#### **OUTCOME 4**

Create and present the image on a mannequin head.

##### **Performance Criteria**

- (a) Prepare all necessary resources.
- (b) Demonstrate a creative approach that shows some use of imagination, originality and flair.
- (c) Present a completed image that reflects the individuality and style identified in own mood board.
- (d) Comply with relevant health and safety requirements.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Hairdressing: Creativity (Intermediate 1)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Performance and product evidence that cover all the Outcomes and Performance Criteria are required for this Unit.

Evidence should be gathered at appropriate points throughout the Unit. Practical activities should be carried out either in a realistic working environment or a real workplace, which involves working with others and develops good working practice.

Candidates will undertake an integrated creativity assignment that will allow them to produce the following evidence:

#### **Product Evidence:**

##### **Outcome 1 — Mood Board**

Candidates will be required to produce, in open-book conditions, a mood board that reflects their own individuality and style, effectively combining texture and colour.

##### **Outcome 2 — Storyboard Plan**

Candidates will be required to produce, in open-book conditions, a storyboard plan that identifies the steps required to prepare for and create an image that reflects the individuality and style expressed in own mood board.

#### **Performance Evidence:**

##### **Outcome 3**

Candidates will be required to demonstrate by practical activity that they are able to:

- ◆ identify practical skills required to create the individual image
- ◆ practise and develop the identified skills, seeking support where required
- ◆ comply with relevant health and safety requirements

An assessor observation checklist should be used to provide evidence of performance on an ongoing basis.

##### **Outcome 4**

Candidates will be required to demonstrate by practical activity on **one** occasion, on a mannequin head, that they are able to:

- ◆ prepare all necessary resources
- ◆ demonstrate a creative approach which shows some use of imagination, originality and flair
- ◆ present a completed image that reflects the individuality and style identified in own mood board
- ◆ comply with relevant health and safety requirements

## **National Unit Specification: statement of standards (cont)**

### **UNIT**    Hairdressing: Creativity (Intermediate 1)

The evidence for this Outcome must be generated within the duration of a single practical session. An assessor observation checklist should be used to provide evidence of performance.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes a mood board brief, a storyboard brief and assessor checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## Unit Specification: support notes

### UNIT Hairdressing: Creativity (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit focuses on encouraging an awareness of individuality and the expression of creativity. Candidates will have an opportunity to use existing skills and develop new skills to create and present, on a mannequin head, an image which reflects their own individuality and style.

The Unit will enable candidates to take responsibility for their own performance, take feedback from others and demonstrate a creative approach which shows imagination, originality and flair.

The Unit encourages working with others and teamwork and will develop transferable competencies which will prepare candidates for work.

It is essential that relevant aspects of current health and safety legislation be adhered to as part of the work of this Unit.

In addition to the vocational content, candidates should be encouraged to develop a positive approach to the employability skills identified by employers.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have opportunities to develop the following employability skills:

- ◆ a positive attitude
  - a willingness to learn
  - an interest in hairdressing
  - drive and commitment
- ◆ good timekeeping
- ◆ appropriate appearance
- ◆ good verbal communication
- ◆ good listening skills
- ◆ ability to work in a team
- ◆ respect and consideration for others
- ◆ ability to follow instructions
- ◆ ability to multi-task\*
- ◆ timeliness [showing a good sense of time]\*
- ◆ awareness of Health and Safety Procedures\*
- ◆ awareness of salon conditions
- ◆ awareness of salon roles and responsibilities
- ◆ confidence to seek feedback
- ◆ exploring own creativity\*

## **Unit Specification: support notes (cont)**

### **UNIT Hairdressing: Creativity (Intermediate 1)**

Achievement in a number of these employability skills (those marked with an asterisk \*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

When delivering this Unit as part of the *Hairdressing (Intermediate 1) Course*, whichever model of delivery is adopted, the culmination of the Course should be the presentation of Outcome 4 of this Unit.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with others and will develop good working practices. This Unit is not suitable for delivery in a conventional classroom setting.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It is important to ensure that candidates are provided with advice and guidance on what is expected of them when they are undertaking this Unit. Candidates must be given clear information, advice and guidance about their role and the role that others can play.

Candidates should also get support and feedback from a responsible person on their progress throughout.

Discussion with both peers and tutor should take place at each stage of the process as a means of encouragement, confidence building and focusing candidates on the task currently being undertaken. Discussion will help candidates to develop their individuality and will encourage the expression of creativity.

Teachers/lecturers may wish to produce a mood board as a means of demonstrating to candidates how to undertake this task. This would allow the teacher/lecturer to illustrate the types of items that could be incorporated and how these items could be put together to demonstrate individuality and style eg pictures, fabric, texture, colour, accessories. An art department may also be able to provide additional examples of mood boards, which would facilitate candidates' further insight into the creation of mood boards and how they can be used.

In Outcome 1 of this Unit candidates should be encouraged to become aware of their own individuality. Candidates should be asked to identify a range of textures and colours that reflect their own individuality and style. This could be demonstrated by the use of objects selected by candidates. Discussion with peers (this could be carried out in small groups) and with the tutor will give candidates an opportunity to verbally express their own style to others. This will assist candidates to express their individuality and creativity.

Candidates should then be given time to produce a mood board to reflect their own individuality and style, effectively combining style, texture and colours identified. This will be used as the assessment evidence for Outcome 1.

In Outcome 2 of this Unit candidates should be given the opportunity and time to design an image that reflects their mood board interpreting their own individuality and style. Individual candidates may require further focus and support. Teachers/lecturers may wish to support such candidates by offering a choice of themes. This would be at the centre's discretion and should be appropriate to the individual candidate.

## **Unit Specification: support notes (cont)**

### **UNIT Hairdressing: Creativity (Intermediate 1)**

Candidates should then identify the extent of support, where required, from someone else within the team. Such support could include a stylist to cut and/or colour the mannequin head following candidate's guidelines. Candidates should also identify the resources required to achieve the desired image. Examples of resources could include styling and finishing products, equipment, accessories.

Time should then be given to enable candidates to produce a storyboard plan. The storyboard plan should detail the image to be interpreted, the support required, who is giving support and the resources required. This will be used as the assessment evidence for Outcome 2.

However, given that this is an Intermediate 1 Unit, the extent of what is required must be clearly defined and appropriate to the level. It is expected that, at this level, candidates will be given support and guidance from the teacher/lecturer.

In Outcome 3 of this Unit candidates will identify, with support, the skills they require to create their individual image. Some of these could be existing skills whilst others may require to be developed. Demonstration of identified skills should be carried out by the teacher/lecturer. These skills could include blow drying, setting, plaiting, hair extensions and use of electrical equipment. Candidates will not at this level be assessed on their competence in these skills, but rather their use of these to create their individual image on a mannequin head. Candidates may wish to use non-traditional equipment to create their image and this will be acceptable — eg sticks, confectionery tubes, pipe cleaners, pins. Candidates should be encouraged to display creativity and assisted in the development of new and existing skills. Time should be given to practise the identified skills required to produce the desired image on a mannequin head.

In Outcome 4 of this Unit the candidate will create and present an image on a mannequin head. Centres could use this performance in a variety of ways. It could be used as a showcase event to demonstrate to parents/guardians what has been achieved. Centres should however ensure that additional pressure is not placed on candidates when arranging such events. Photographic evidence of the performance could be added to candidates' storyboards to demonstrate the end result achieved.

A further advantage of the completed storyboard is that it will provide candidates with a visual means of demonstrating their creativity and flair when applying for further training / employment in the hairdressing industry.

#### **Core Skills**

In this Unit, candidates will be working and communicating with others. This is a good opportunity to develop effective communication and interpersonal skills and to learn the importance of working co-operatively with others. Candidates will be encouraged to take responsibility for their own performance and this will give the opportunity to develop the core skill of problem solving. If candidates use a computer whilst undertaking the activities of the Unit, they will also have the opportunity to develop their information technology skills.

The opportunity should be taken during this Unit to emphasise that the employability skills developed and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

## **Unit Specification: support notes (cont)**

### **UNIT** Hairdressing: Creativity (Intermediate 1)

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

Evidence should be gathered at appropriate points throughout the Unit. The evidence required should be gathered in sequence from Outcome 1 to Outcome 4.

In Outcome 4 candidates should not be assessed on their ability to carry out the technical aspects displayed when creating their individual image on a mannequin, but on preparing all necessary resources, demonstrating a creative approach which shows some use of imagination, originality and flair and presenting a completed image which reflects the individuality identified in their own mood board. It would therefore be advantageous on completion of the practical activity in Outcome 4 if the candidate's mood board and storyboard plan are displayed with the final image.

Performance evidence for Outcome 4 of this Unit should be generated within the duration of a practical session. If candidates do not complete their image in the allocated time, they should be reassessed on this Outcome.

When delivering this Unit as part of the *Hairdressing (Intermediate 1) Course*, performance evidence for Outcomes 3 and 4 could be integrated with the *Hairdressing: Employability Skills* Unit.

Assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external moderation purposes.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes a mood board brief, a storyboard brief and assessor checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).