



**HAIRDRESSING**  
**Intermediate 2**

**Second edition — published August 2012**



**NOTE OF CHANGES TO ARRANGEMENTS  
SECOND EDITION PUBLISHED AUGUST 2012**

**COURSE TITLE** Hairdressing (Intermediate 2)

**COURSE NUMBER:** C252 11

**National Course Specification:** Course Structure updated to include mandatory optional HOPK 11.

**National Unit Specification:**

HOPK 11\*  
(Hairdressing: Introduction to Colour Processes)

A European Directive has been issued regarding the use of colouring on and by pre-16s. A new unit has been written to allow Pre-16s the opportunity to complete the SfW Hairdressing Level 2 qualification.

\*Revision of F345 11  
(Hairdressing; Introduction to Colour)

Finish date 31/07/2012

# National Course Specification



## Hairdressing (Intermediate 2)

**COURSE CODE C252 11**

### COURSE STRUCTURE

This Course has **four mandatory** Units.

The mandatory Units are:

<i>F343 11</i>	<i>Hairdressing: Working in a Salon Environment</i>	<i>1 credit (40 hours)</i>
<i>F344 11</i>	<i>Hairdressing: Salon Skills</i>	<i>1 credit (40 hours)</i>
<i>HOPK 11</i>	<i>Hairdressing: Introduction to Colouring Processes</i>	<i>1 credit (40 hours)</i>
<i>F346 11</i>	<i>Hairdressing: Creative Trends</i>	<i>1 credit (40 hours)</i>

In order to comply with the relevant EU directive relating to the use of colour chemicals a new Unit - Hairdressing: Introduction to Colouring processes (HOPK 11) has been created to replace Hairdressing: Introduction to Colour (F345 11) which finished on 31st July 2012.

Please note that the responsibility is with the centre to fully comply with the EU Directive and be aware of the Pre-16 Restrictions set out by the Sector Skills Body, HABIA, (European Directive Pre 16 Restrictions).

### 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 2 Course in Hairdressing is allocated 24 SCQF credit points at SCQF level 5\*.

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#### Administrative Information

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## National Course Specification: (cont)

### COURSE      Hairdressing (Intermediate 2)

*\*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.*

### 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 Hairdressing 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: Assist with colouring services
- ◆ levels 1 and 2: Ensure your own actions reduce risks to health and safety
- ◆ 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
- ◆ level 2: Style, dress and finish hair using basic techniques
- ◆ level 2: Change hair colour using basic techniques
- ◆ level 2: Fulfil salon reception duties

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 2)

### **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

## National Course Specification: Course details (cont)

### COURSE Hairdressing (Intermediate 2)

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

#### 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 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 2)**

#### **RATIONALE FOR THE INTERMEDIATE 2 HAIRDRESSING COURSE**

This Intermediate 2 Hairdressing Course has been designed to provide a hairdressing qualification, which reflects the skills required by the hairdressing industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with the employability skills and attitudes needed to work within this industry.

The target group for this Course is school candidates in S3 and above. It is anticipated that the Intermediate 2 Course will give flexibility of choice for candidates. The Course offers progression for candidates who have successfully completed the Intermediate 1 Course but has also been designed to allow suitable candidates to enter at this level.

This Course may also be suitable for adults returning to a further education environment as a first step into vocational related learning. This Course will give such candidates an introduction to hairdressing, build confidence and give the opportunity to develop a range of transferable employability and Core Skills.

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 an 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 sector but will also develop skills which are transferable to other employment areas and will in general enhance candidates' employability skills.

The general aims of the 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
- ◆ provide opportunities to develop transferable skills
- ◆ facilitate progression to further education and/or training

## National Course Specification: Course details (cont)

### COURSE      Hairdressing (Intermediate 2)

The specific aims of the Course in Hairdressing are to:

- ◆ prepare candidates for work within the hairdressing industry
- ◆ develop hairdressing skills
- ◆ develop good working practice
- ◆ develop an understanding 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 organisational, interpersonal and teamwork skills
- ◆ encourage skills in setting personal goals, reviewing and evaluating
- ◆ encourage creativity
- ◆ develop specific and generic employability skills
- ◆ build candidates' confidence
- ◆ prepare candidates for further learning opportunities, study and training opportunities in hairdressing

Hairdressing is a well-established industry with qualifications ranging from Hairdressing Intermediate 1, other National Qualifications and SVQs to Higher National Certificates (HNCs). This Course fills an identified need for a Course which is suitable for school candidates, meets the needs of industry, provides a progression route from Intermediate 1, provides flexibility of choice for candidates, reflects National Occupational Standards and will help candidates to maximise their own potential.

The Intermediate 2 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 2)

#### **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 environment
- ◆ practical vocational skills
- ◆ communication and customer care skills
- ◆ knowledge of current relevant health and safety legislation
- ◆ skills for employment in the hairdressing industry
- ◆ generic employability skills

Assessment in this Course will be based mainly on a range of practical activities carried out in a salon environment. Performance evidence will be supported by teacher/lecturer observation checklists and client record cards. Candidates will also complete reviews of their employability skills and gather specified evidence in a folio.

#### **Unit assessment**

#### **Hairdressing: Working in a Salon Environment (Intermediate 2) (1 credit)**

Assessment in this Unit consists of:

- ◆ an open-book assignment leading to the production of a folio on health and safety legislation, hazards and risks in the salon, risk assessment of identified hazards
- ◆ performance evidence supported by an assessor observation checklist for activities relating to general salon duties while working as a member of the team on two occasions
- ◆ performance evidence supported by an assessor observation checklist for activities relating to reception duties on two occasions
- ◆ one completed candidate review, recording development of specified employability skills

#### **Hairdressing: Salon Skills (Intermediate 2) (1 credit)**

Assessment in this Unit consists of:

- ◆ performance evidence supported by an assessor observation checklist for activities relating to shampooing and surface conditioning on two occasions
- ◆ performance evidence supported by an assessor observation checklist for activities relating to conditioning treatments and basic scalp massage on two occasions
- ◆ performance evidence supported by an assessor observation checklist for activities relating to drying and finishing techniques on two occasions
- ◆ one completed candidate review, recording development of specified employability skills

## National Course Specification: Course details (cont)

### **COURSE**      Hairdressing (Intermediate 2)

#### **Hairdressing: Introduction to Colour (Intermediate 2)** **(1 credit)**

Assessment in this Unit consists of:

- ◆ an open-book assignment leading to the production of a folio on the hair structure, influences which affect porosity and sensitivity of hair, how colour works within the hair structure, and the purpose and importance of skin allergy testing
- ◆ performance evidence supported by an assessor observation checklist for activities relating to preparation for colour application on one occasion
- ◆ performance evidence supported by an assessor observation checklist for activities relating to application of colour application on one occasion
- ◆ one completed candidate review, recording development of specified employability skills

#### **Hairdressing: Creative Trends (Intermediate 2)** **(1 credit)**

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

- ◆ a style board which reflects current fashion trends, effectively combining style, texture and colour
- ◆ a plan which identifies the steps required to prepare for and create an image which reflects the current fashion trends expressed in style board
- ◆ performance evidence supported by an assessor observation checklist for undertaking activities relating to the creation and presentation of a completed image which reflects the current fashion trends identified in style board
- ◆ one completed candidate review, recording development of specified employability skills

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

## National Course Specification: Course details (cont)

**COURSE** Hairdressing (Intermediate 2)

### 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)

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

#### Suggested order/sequence of delivery

While the sequence of delivery of the Units is for individual centres to decide, centres may wish to offer the Units in succession - *Hairdressing: Working in a Salon Environment*, *Hairdressing: Salon Skills*, *Hairdressing: Introduction to Colour*, *Hairdressing: Creative Trends*. Such a sequence will give candidates optimum opportunity to demonstrate the development of their employability skills profile.

Alternatively, centres may wish to integrate delivery of the *Hairdressing: Working in a Salon Environment* and *Hairdressing: Salon Skills* Units before progressing to the *Hairdressing: Introduction to Colour* Unit. This sequence of delivery will enable candidates to have a good introduction to hairdressing and the principles that underpin the work, as well as developing basic skills in a manner which reflects industry practice.

Whichever model of delivery is adopted, the culmination of the Course should be the *Hairdressing: Creative Trends* Unit to enable candidates to develop their practical skills and understand the importance of keeping up to date with current fashion trends whilst working in the hairdressing industry.

#### 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 real or simulated 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. It is important that employability skills, both generic and specific to the hairdressing industry, are stressed at this time.

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.

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

### **COURSE      Hairdressing (Intermediate 2)**

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 learning/teaching 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 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 their teacher/lecturer 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 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.

#### **Health and Safety**

Opportunities should be taken within the Course to integrate relevant current health and safety legislation in a realistic context. Candidates should develop knowledge and understanding of working safely and of current health and safety legislation. Candidates should be aware of how legislation affects everyday practice in the salon. They will develop an understanding of their responsibilities with regard to health and safety and be able to check their own working practices and working areas for any risks to themselves or others. They will be able to identify hazards which can occur in the salon and to carry out risk assessment in relation to specified hazards.

#### **Approaches to assessment**

The Evidence Requirements for Units with the Intermediate 2 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 is 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 materials (NAB) provide examples.

## National Course Specification: Course details (cont)

### **COURSE**      Hairdressing (Intermediate 2)

The terms *client* and *customer* are used in this Course to mean:

Client	a person receiving a hairdressing treatment
Customer	a visitor to a salon who may purchase a product and/or become a client

It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients/customers for both formative activities and summative assessments, the activities must be carried out in a realistic manner in a real or simulated salon environment.

Suggested approaches to gathering evidence and opportunities to integrate assessment are highlighted in the Section *Guidance on Approaches to Assessment* of the Unit Specifications.

The NAB pack provided for each Unit within the Intermediate 2 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.

### **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 (Appendix)

### COURSE: Hairdressing (Intermediate 2)

#### 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: Working in a Salon Environment</b>	= A
<b>Hairdressing: Salon Skills</b>	= B
<b>Hairdressing: Introduction to Colour</b>	= C
<b>Hairdressing: Creative Trends</b>	= D

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

#### Assessment evidence in all Units:

- A = Candidate folio of information gathered on health and safety legislation, risks and hazards in the salon, risk assessment of identified hazards. Assessor observation checklists of practical activities in carrying out general salon duties while working as a member of the team and reception duties. Candidate review in relation to the development of specified employability skills.
- B = Assessor observation checklists of practical activities in shampooing and conditioning, conditioning treatments and basic scalp massage, drying and finishing techniques and candidate review in relation to the development of specified employability skills.
- C = Candidate folio of information gathered on the hair structure, influences which affect porosity and elasticity of hair, how quasi-permanent and permanent colour works within the hair structure, skin allergy testing. Assessor observation checklists of practical activities in preparing for, applying and removal of hair colour products. Client record card. Candidate review in relation to the development of specified employability skills.
- D = Style board, plan, assessor observation checklist of preparation and performance (creating a style which reflects current fashion trends on a mannequin head). Candidate review in relation to the development of specified employability skills.



## National Unit Specification: general information

**UNIT** Hairdressing: Working in a Salon Environment (Intermediate 2)

**CODE** F343 11

**COURSE** Hairdressing (Intermediate 2)

### SUMMARY

This Unit has been designed as a mandatory Unit of the *Hairdressing (Intermediate 2)* Course and can also be taken as a free-standing Unit.

This Unit enables candidates to develop an understanding of and experience the working environment of a trainee hairdresser.

Candidates will participate in a number of activities which will help them to develop knowledge and understanding of relevant aspects of current health and safety legislation. They will carry out risk assessment, general salon duties, maintain the salon environment, and develop reception skills.

On completion of this Unit candidates will be able to demonstrate a positive approach when interacting with others, including customers and while reviewing their own progress, and identifying strengths and weaknesses and their own development needs in relation to specified employability 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 a first step to more specialised study. This Unit will also offer progression for candidates who have successfully completed the Intermediate 1 Hairdressing Course.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of relevant health and safety requirements in a hairdressing salon.
- 2 Carry out general salon duties in a hairdressing salon environment while working as a member of a team.
- 3 Carry out reception duties in a hairdressing salon environment.
- 4 Review own performance in relation to the development of specified employability skills.

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

**UNIT**      Hairdressing: Working in a Salon Environment (Intermediate 2)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

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

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

### **UNIT        Hairdressing: Working in a Salon Environment (Intermediate 2)**

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 relevant health and safety requirements in a hairdressing salon.

##### **Performance Criteria**

- (a) Identify and describe current legislation relevant to health and safety in the salon.
- (b) Identify potential hazards and risks in the salon.
- (c) Carry out a risk assessment for specified tasks in the salon.

#### **OUTCOME 2**

Carry out general salon duties in a hairdressing salon environment while working as a member of a team.

##### **Performance Criteria**

- (a) Meet specified salon standards for timekeeping, appearance and behaviour.
- (b) Carry out agreed duties as part of a team.
- (c) Follow salon procedures relating to agreed duties.
- (d) Listen and respond appropriately to others.
- (e) Complete all duties in a way that contributes to the smooth running of the salon.
- (f) Work safely while carrying out agreed duties.

#### **OUTCOME 3**

Carry out reception duties in a hairdressing salon environment.

##### **Performance Criteria**

- (a) Communicate with customers politely and clearly.
- (b) Ask appropriate questions to respond to customer needs.
- (c) Respond to telephone calls following organisational procedure.
- (d) Make appointments following organisational procedure.
- (e) Handle payments following organisational procedure.
- (f) Comply with legislation relating to customer records.

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

### UNIT Hairdressing: Working in a Salon Environment (Intermediate 2)

#### OUTCOME 4

Review own performance in relation to the development of specified employability skills.

#### Performance Criteria

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on specified employability skills.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

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

The term *customer* is used in this Unit to mean a visitor to a salon who may purchase a product and/or become a client (ie a person receiving a hairdressing treatment). It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as customers for both formative activities and summative assessments, practical activities must be carried out either in a realistic working environment or real workplace. This will involve working with customers, working with others in a team and will develop good working practice.

#### Outcome 1: 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.

The folio must contain:

- ◆ a brief description of the main pieces of legislation which are relevant to health and safety in the salon
- ◆ a list (or completed form) that accurately identifies potential hazards and risks in the salon
- ◆ a completed risk assessment for four specified hazards in the salon, which accurately assigns them a risk rating and defines how these could be prevented. The specified hazards are: use of shampoo products, mixing colour products, use of colour products, use of electrical equipment.

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

### UNIT Hairdressing: Working in a Salon Environment (Intermediate 2)

#### Outcome 2: Performance Evidence

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

- ◆ meet specified salon standards for timekeeping, appearance and behaviour
- ◆ carry out agreed duties as part of a team
- ◆ follow salon procedures relating to agreed duties
- ◆ listen and respond appropriately to others
- ◆ complete all duties in a way that contributes to the smooth running of the salon
- ◆ work safely while carrying out agreed duties

The duties will be agreed with teacher/lecturer and must include all of the following:

- ◆ preparing work areas and trolleys
- ◆ shampooing and conditioning hair
- ◆ maintaining a towel supply
- ◆ day to day cleaning of the salon
- ◆ client care

#### Outcome 3: Performance Evidence

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

- ◆ communicate with customers politely and clearly
- ◆ ask appropriate questions to respond to customer needs
- ◆ respond appropriately to telephone calls following organisational procedure
- ◆ make appointments following organisational procedure
- ◆ handle payments following organisational procedure
- ◆ comply with legislation relating to customer records

Assessor observation checklists must be used to provide evidence of performance.

#### Outcome 4: Candidate Review Sheets

Evidence Requirements for Outcome 4 should take the form of **one** completed candidate review which will give candidates an opportunity to record the development of their employability skills. This review should be carried out towards the end of candidate's programme of activities for this Unit.

Candidates will identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify which one of these three is most important to them, where they have improved most and where they need further development. If they have completed other Units in the Hairdressing Intermediate 2 Course, they will have the opportunity to look at previous reviews and how they have improved.

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

### **UNIT**      Hairdressing: Working in a Salon Environment (Intermediate 2)

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It includes an assignment brief and assignment feedback sheet for Outcome 1, assessor checklists for Outcomes 2 and 3 and candidate review sheets showing the specified employability skills for Outcome 4. 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 a Salon Environment (Intermediate 2)

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 the hairdressing salon.

The Unit will introduce candidates to relevant aspects of health and safety, risk assessment, general salon duties and reception skills. Candidates will also have an opportunity to review their own progress, identify strengths and weaknesses and use these to plan their own development needs.

Key areas of knowledge are:

- ◆ conditions of work eg hours of work, dress code, personal conduct
- ◆ how to work safely in the salon
- ◆ hygiene procedures
- ◆ knowledge 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
  - Provision and Use of Work Equipment Regulations
  - Personal Protective Equipment [PPE] at Work Regulations
  - Manual Handling Operations Regulations
  - Data Protection Act
- ◆ the difference between a hazard and a risk
- ◆ how to identify hazards in the salon and hazard avoidance
- ◆ how to carry out a risk assessment
- ◆ risks present in the salon environment and how to minimise these
- ◆ salon procedures relating to agreed duties – specific services, client preparation
- ◆ basic resources required for specific services
- ◆ organisational requirements relating to treatment areas, storage and disposal
- ◆ product knowledge - salon's range of shampoos, conditioners, styling, finishing products, colour products
- ◆ basic reception skills — answering telephone, making appointments, handling payments
- ◆ effective communication
- ◆ how to respond appropriately to others

Candidates will participate in a number of activities which will help them to develop knowledge and understanding of working safely and of current health and safety legislation. Candidates should have knowledge of the legislation and be aware of how it affects everyday practice in the salon. They will be expected to develop an understanding of their responsibilities with regard to health and safety and be able to check their own working practices and working areas for any risks to themselves or others. They should be able to identify hazards which can occur in the salon and to carry out risk assessment in relation to four specified hazards.

## National Unit Specification: support notes (cont)

### UNIT Hairdressing: Working in a Salon Environment (Intermediate 2)

Candidates will undertake activities which will help them to develop knowledge and understanding of general salon duties. These activities will give candidates the ideal opportunity to identify salon roles and responsibilities and to understand the importance of working as a member of the salon team. 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, providing refreshments and client care.

In Outcome 3 candidates will have the opportunity to develop reception skills — greeting clients, answering the telephone; making appointments and handling payments. This will give candidates an opportunity to sample this type of work and may prove to be a career within the hairdressing industry they wish to pursue.

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 agreed role, acting responsibly, oral communication, customer care, listening skills, following instructions, working in a team and having respect and consideration for others. Candidates should be made aware that these are essential employability skills in hairdressing.

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

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

- ◆ positive attitude and willingness to learn\*:
  - showing an interest in hairdressing
  - showing drive and commitment
- ◆ good timekeeping\*
- ◆ appropriate appearance\*
- ◆ customer care skills\*
- ◆ good communication skills — listening and talking\*
- ◆ 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)\*
- ◆ knowledge of health and safety procedures\*
- ◆ awareness of salon conditions\*
- ◆ awareness of salon roles and responsibilities\*
- ◆ exploring own creativity
- ◆ 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: Working in a Salon Environment (Intermediate 2)**

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 will develop good working practice. This Unit is not suitable for delivery in a conventional classroom setting.

#### **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 learning/teaching should incorporate both theory and practice, to facilitate learning.

In Outcome 1 candidates will have to demonstrate knowledge of relevant current health and safety legislation, followed by hazard identification and risk assessment practice which will enable the candidate to practise and gain confidence before progression to summative assessment. Candidates should understand the importance of evaluating their own work practices and that they have a responsibility not just to themselves but to others in the salon — clients, colleagues. Candidates should demonstrate that in their everyday work they take appropriate measures to reduce risks to health and safety while working in the salon. Completion of a risk assessment, assigning a risk rating and defining how these could be prevented should focus on use of shampoo products, mixing and use of colour products and use of electrical equipment. 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. Some of the learning could be through using the Internet.

Centres are encouraged to take opportunities to integrate the required knowledge of health and safety legislation in a real context. Simulated activities could be set up which clearly demonstrate potential hazards and risks which may be found in a working salon environment. Legislation could be explained in relation to the use of products and equipment in the salon. In this way the health and safety 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 Outcomes 2 and 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 agreed 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, providing refreshments, client care and assisting others, answering the telephone, making appointments, handling payments.

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. Talks from visiting speakers will not only reinforce the importance of employability skills but will give candidates the opportunity to explore possible career paths available to them.



## National Unit Specification: support notes (cont)

### UNIT      Hairdressing: Working in a Salon Environment (Intermediate 2)

Candidates should experience realistic 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.

The Unit, therefore, should incorporate a variety of approaches to learning and teaching which may include:

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

Achievement of this Unit will be dependant 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.

### CORE SKILLS

In this Unit candidates will carry out practical activities, reception duties and customer care duties, which involve listening, seeking advice and talking to customers. These are good opportunities for developing aspects of the Core Skill of Communication. They will also be dealing with costs and cash handling and this offers scope to develop aspects of the Core Skill of Numeracy. Candidates will learn how important it is to work together as part of the salon team to meet the needs of customers which will allow the development of aspects of the Core Skill of Working with Others. 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 aspects of the Core Skill of Problem Solving. In addition candidates may use the Internet while collecting and organising information in relation to health and safety legislation giving the opportunity to develop aspects of the Core Skill of Information Technology.

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

## National Unit Specification: support notes (cont)

### UNIT      Hairdressing: Working in a Salon Environment (Intermediate 2)

#### 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 assignment could be gathered at different points throughout the Unit. This would be particularly beneficial to candidates in the identification of hazards and risks in the salon environment and the knowledge of the main health and safety legislation to which they must adhere.

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, while carrying out the agreed duties in the salon. There are good opportunities for formative assessment within these Outcomes, including self and peer assessment.

When delivering this Unit as part of the *Intermediate 2 Hairdressing Course*, performance evidence for Outcome 2 of this Unit could be integrated with the *Hairdressing: Salon Skills* Unit.

In Outcome 4 candidates should review their own performance to identify strengths and weaknesses in employability skills and attitudes and set goals for improvement in order to enhance their employability skills profile after taking feedback from their teacher/lecturer.

When delivering this Unit as part of the *Hairdressing (Intermediate 2) Course*, evidence for Outcome 4 of this Unit will give candidates greater opportunity to review their employability skills profile across the duration of the Course.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It includes an assignment brief and assignment feedback sheet for Outcome 1, assessor checklists for Outcomes 2 and 3 and candidate review sheets showing the specified employability skills for Outcome 4. 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: Salon Skills (Intermediate 2)

**CODE** F344 11

**COURSE** Hairdressing (Intermediate 2)

### SUMMARY

This Unit has been designed as a mandatory Unit of the *Hairdressing (Intermediate 2) Course* and can also be taken as a free-standing Unit.

The focus of this Unit is practical. Candidates will learn how to shampoo and condition hair, carry out conditioning treatments, including a basic scalp massage, and will develop and demonstrate skills in drying and finishing techniques.

Candidates will participate in a number of activities which will help them to develop the skills contained within this Unit. They will also review their employability skills profile.

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. This Unit will also offer progression for candidates who have successfully completed the Intermediate 1 Hairdressing Course.

### OUTCOMES

- 1 Prepare for and carry out shampooing and surface conditioning in a hairdressing salon environment.
- 2 Prepare for and carry out conditioning treatments and basic scalp massage in a hairdressing salon environment.
- 3 Use drying and finishing techniques in a hairdressing salon environment.
- 4 Review own performance in relation to the development of specified employability skills.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** HL

**Publication date:** March 2008

**Source:** Scottish Qualifications Authority

**Version:** 01

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

**UNIT**            Hairdressing: Salon Skills (Intermediate 2)

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

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

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

### **UNIT      Hairdressing: Salon Skills (Intermediate 2)**

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**

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

##### **Performance Criteria**

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

#### **OUTCOME 2**

Prepare for and carry out conditioning treatments and basic scalp massage in a hairdressing salon environment.

##### **Performance Criteria**

- (a) Prepare client for conditioning treatment.
- (b) Select correct product to be used according to hair and scalp condition and salon range.
- (c) Apply product according to manufacturer's instructions.
- (d) Carry out scalp massage using correct massage techniques.
- (e) Remove product effectively as appropriate to the product used.
- (f) Comply with relevant current health and safety requirements while carrying out the treatment.

#### **OUTCOME 3**

Use drying and finishing techniques in a hairdressing salon environment.

##### **Performance Criteria**

- (a) Carry out appropriate steps to prepare hair for drying.
- (b) Select appropriate styling products, tools and finishing products.
- (c) Demonstrate dexterity in use of tools.
- (d) Use dryer airflow and temperature appropriately.
- (e) Use appropriate styling techniques.
- (f) Present a finished look that demonstrates balance.
- (g) Comply with relevant current health and safety requirements while drying hair.

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

### UNIT Hairdressing: Salon Skills (Intermediate 2)

#### OUTCOME 4

Review own performance in relation to the development of specified employability skills.

#### Performance Criteria

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on specified employability skills.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

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

The term *client* is used in this Unit to mean a person receiving a hairdressing treatment. It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, practical activities for this Unit must be carried out either in a realistic working environment or real workplace. This will involve working with clients, working with others in a team and will develop 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:

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

An assessor observation checklist must 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 conditioning treatment
- ◆ select appropriate product to be used according to hair and scalp condition and salon range
- ◆ apply product according to manufacturer's instructions
- ◆ carry out scalp massage using correct massage techniques
- ◆ remove product effectively as appropriate to the product used
- ◆ comply with relevant current health and safety requirements while carrying out the treatment

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

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

### UNIT Hairdressing: Salon Skills (Intermediate 2)

#### 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 styling products
- ◆ select appropriate tools
- ◆ select appropriate finishing products
- ◆ demonstrate dexterity in use of tools
- ◆ use dryer airflow and temperature appropriately
- ◆ use appropriate styling techniques
- ◆ present a finished look that demonstrates balance
- ◆ comply with relevant current health and safety requirements while drying hair

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

#### Outcome 4: Candidate Review Sheets

Evidence Requirements for Outcome 4 will take the form of **one** completed candidate review which will give candidates an opportunity to record the development of their employability skills. This review should be carried out towards the end of candidate's programme of activities for this Unit.

Candidates will identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify which one of these three is most important to them, where they have improved most and where they need further development. If they have completed other Units in the Hairdressing Intermediate 2 Course, they will have the opportunity to look at previous reviews and how they have improved.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1, 2 and 3 and candidate review sheets, showing the specified employability skills for Outcome 4. 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 Skills (Intermediate 2)

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. Candidates will learn how to shampoo and condition hair and carry out conditioning treatments on the hair and scalp, incorporating a basic scalp massage, selecting appropriate products and using the correct massage techniques. They will also develop skills in drying and finishing techniques.

Sectioning and control of hair, brush handling, control of dryer airflow and demonstrating dexterity when using tools and equipment, styling techniques and how to ensure a finished style has balance are areas which will be included. This should be carried out on a client rather than on a mannequin head.

The term *client* is used in this Unit to mean a person receiving a hairdressing treatment. It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, practical activities for this Unit should be carried out either in a realistic working environment or real workplace. This will involve working with clients, working with others in a team and will develop good working practice.

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
- ◆ hygiene procedures
- ◆ prevention of infection
- ◆ resources required for specific services
- ◆ knowledge 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
  - Provision and Use of Work Equipment Regulations
  - Personal Protective Equipment (PPE) at Work Regulations
- ◆ organisational requirements relating to treatment areas, storage and disposal
- ◆ client preparation — shampooing, conditioning, drying
- ◆ product knowledge — salon's range of shampoos, conditioners, conditioning treatments, styling and finishing products
- ◆ hair structure
- ◆ shampoo techniques — effleurage, rotary



## National Unit Specification: support notes (cont)

### UNIT      Hairdressing: Salon Skills (Intermediate 2)

- ◆ conditioning techniques — effleurage, petrissage, friction, rotary, tapotement
- ◆ procedure for shampooing and conditioning the hair
- ◆ salon procedure for carrying out a conditioning treatment
- ◆ salon method of basic scalp massage
- ◆ tools and equipment
- ◆ method used to detangle hair
- ◆ sectioning methods
- ◆ brush control
- ◆ control of dryer airflow
- ◆ importance of direction of dryer airflow
- ◆ drying and finishing techniques
- ◆ effective communication
- ◆ how to respond 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 understanding of health and safety legislation.

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

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

- ◆ positive attitude and willingness to learn\*:
  - an interest in hairdressing
  - drive and commitment
- ◆ good timekeeping\*
- ◆ appropriate appearance\*
- ◆ customer care skills\*
- ◆ good communication skills — listening and talking\*
- ◆ 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)\*
- ◆ knowledge of health and safety procedures\*
- ◆ awareness of salon conditions\*
- ◆ awareness of salon roles and responsibilities\*
- ◆ exploring own creativity
- ◆ confidence to seek feedback\*
- ◆ review and self evaluation skills\*

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

### **UNIT        Hairdressing: Salon Skills (Intermediate 2)**

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.

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

#### **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 learning/teaching should incorporate both theory and practical, 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, initially with peers will enable candidates to practise and gain confidence before progressing to working on clients. Formative work throughout will enhance performance.

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

### **UNIT        Hairdressing: Salon Skills (Intermediate 2)**

The importance of working safely in the salon should be stressed.

Candidates should be shown how to shampoo and condition, remove excess water from the hair and comb through the hair in preparation for the service to be carried out. Candidates should be aware that while the main consideration in selecting shampooing and surface conditioning products is the condition of the hair, scalp condition may also need to be considered in selecting shampoo. Candidates should also be shown how to carry out conditioning treatments, using appropriate products, eg hot oil, henna wax, salon's conditioning range and equipment, steamer and how to carry out a basic scalp massage. Candidates should be advised on how to care for their hands appropriately during this process to avoid the risk of dermatitis. Cost effective use of products should also be discussed.

Demonstration of drying and finishing 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 and achieving balance in the finished result.

The selection and use of the correct products, tools and equipment should be emphasised throughout.

It is important that candidates are made aware of the fact that the handling, disposal and storage of equipment and materials must comply with both the organisation's and manufacturer's instructions and legal requirements.

Achievement of this Unit will be dependant on candidates being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with clients, 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 through practical performance.

### **CORE SKILLS**

In the Unit candidates will interact with customers and others. These are good opportunities for developing aspects of the Core Skill of Communication and also interpersonal skills. 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.

Candidates will also be encouraged to take responsibility for improving their own performance through self evaluation, taking feedback from others and setting goals for improvement. These are opportunities for developing aspects of the Core Skills of Communication and Problem Solving.

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

## National Unit Specification: support notes (cont)

### UNIT      Hairdressing: Salon Skills (Intermediate 2)

#### 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, and for collecting feedback from others.

When delivering this Unit as part of the *Hairdressing (Intermediate 1) Course*, performance evidence for Outcomes 1 and 2 of this Unit could be integrated with the *Hairdressing: Working in a Salon Environment* Unit.

In Outcome 4 candidates should review their own performance to identify strengths and weaknesses in employability skills and attitudes and set goals for improvement in order to enhance their employability skills profile after taking feedback from their teacher/lecturer.

When delivering this Unit as part of the *Hairdressing (Intermediate 2) Course*, evidence for Outcome 4 of this Unit will give candidates greater opportunity to review their employability skills profile across the duration of the Course.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1, 2 and 3 and candidate review sheets showing the specified employability skills for Outcome 4. 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 title:** Hairdressing: Introduction to Colouring Processes  
(SCQF level 5)

**Unit code:** H0PK 11

**Superclass:** HL

**Publication date:** February 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

This Unit has been designed as a mandatory optional Unit of the Hairdressing SCQF level 5 Course and can also be taken as a free-standing Unit.

This Unit introduces candidates to colouring processes. They will participate in a number of activities involving non chemical substances which will help them to develop the skills required.

Candidates will learn how to prepare for mix, apply colour products to hair and remove correctly. They will gain knowledge and understanding of the colouring process as well as simulate colour application using a non chemical substance wearing appropriate personal protective equipment (PPE). They will also review their employability skills profile.

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. This Unit will also offer progression for candidates who have successfully completed the SCQF level 4 Hairdressing Course.

### **Outcomes**

- 1 Demonstrate knowledge and understanding of the colouring process.
- 2 Prepare for hair colour application.
- 3 Observe and simulate colour application and removal.
- 4 Review own performance in relation to the development of specified employability skills.

### **Recommended entry**

Entry is at the discretion of the centre.

## **General information (cont)**

**Unit title:** Hairdressing: Introduction to Colouring Processes  
(SCQF level 5)

### **Credit points and level**

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5\*)

\*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**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

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

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

**Unit title:** Hairdressing: Introduction to Colouring Processes  
(SCQF level 5)

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 SQA.

### **Outcome 1**

Demonstrate knowledge and understanding of the colouring process.

#### **Performance Criteria**

- (a) Describe the hair structure.
- (b) Identify influences which affect porosity and elasticity of hair.
- (c) Explain how colour works within the hair structure.
- (d) Explain the purpose and importance of carrying out a skin allergy test.

### **Outcome 2**

Prepare for hair colour application.

#### **Performance Criteria**

- (a) Confirm result of skin allergy test.
- (b) Protect client's skin and clothing.
- (c) Test hair for porosity and elasticity.
- (d) Identify, with support, correct colour products to achieve desired result.
- (e) Record results and product selection on client record card.

### **Outcome 3**

Observe and simulate colour application and removal.

#### **Performance Criteria**

- (a) Observe colour application and sectioning.
- (b) Observe colour processing.
- (c) Observe a strand test to check even coverage of colour.
- (d) Observe product removal from hair.
- (e) Record development time, colour result and the aftercare advice given on client record card.
- (f) Carry out colour application and removal using a non chemical substance wearing PPE.

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

**Unit title:** Hairdressing: Introduction to Colouring Processes  
(SCQF level 5)

### Outcome 4

Review own performance in relation to the development of specified employability skills.

### Performance Criteria

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on specified employability skills.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

### Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

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

The term *client* is used in this Unit to mean a person receiving a hairdressing treatment. It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, practical activities for this Unit must be carried out either in a realistic working environment or real workplace. This will involve working with clients, working with others in a team and will develop good working practice.

### Outcome 1: Assignment

An assignment will be set which will be carried out in open-book conditions. The assignment must enable candidates to demonstrate their knowledge of the colouring process.

The folio should contain:

- ◆ a description of the hair structure.
- ◆ an explanation of influences which affect porosity and elasticity of hair.
- ◆ an explanation of how quasi-permanent and permanent colour work within the hair structure.
- ◆ an explanation of why and when a skin allergy test is carried out, including a description of a positive and negative reaction, the course of action after testing and the potential consequences of not carrying out the test.



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

**Unit title:** Hairdressing: Introduction to Colouring Processes  
(SCQF level 5)

### Outcome 2: Performance evidence

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

- ◆ confirm result of skin allergy test.
- ◆ protect client's skin and clothing.
- ◆ test hair for porosity and elasticity.
- ◆ identify, with support, correct colour products to achieve desired result from the salon range.
- ◆ record results and product selection on client record.

### Outcome 3: Performance evidence

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

- ◆ observe application of quasi-permanent and permanent colour.
- ◆ observe colour processing.
- ◆ observe strand test being carried out to check even coverage.
- ◆ observe product removal from the hair leaving the scalp free from colour product
- ◆ record development time, colour results and aftercare advice given on each occasion.
- ◆ carry out colour application and removal using a non chemical substance wearing PPE
- ◆ comply with current health and safety requirements throughout the colouring process.

Performance evidence for Outcome 2 and 3 must be gathered on the same assessment occasion.

Teacher/Lecturer's demonstration must be carried out using both quasi-permanent and permanent colouring products and must be applied to full head, partial head and re-growth.

Observation of colour application and removal must be followed by simulated practical activity using a non chemical substance. Performance must include full head, partial head and re-growth and cover the techniques used in applying quasi and permanent colour.

Candidate performance must be carried out using a non chemical substance on peers.

An assessor observation checklist and completed client record card which accurately records skin allergy, porosity and elasticity test results, colour products used, development time, colour result and aftercare advice given must be used to provide evidence of performance for Outcomes 2 and 3.

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

**Unit title:** Hairdressing: Introduction to Colouring Processes  
(SCQF level 5)

### **Outcome 4: Candidate Review Sheets**

Evidence Requirements for Outcome 4 will take the form of **one** completed candidate review which will give candidates an opportunity to record the development of their employability skills. This review should be carried out towards the end of the candidate's programme of activities for this Unit.

Candidates will identify their strengths and weaknesses and receive feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify which one of these three is most important to them, where they have improved most and where they need further development. If they have completed other Units in the SCQF level 5 Hairdressing Course, they will have the opportunity to look at previous reviews and how they have improved.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It includes an assignment brief for Outcome 1, an assessor checklist and client record card for Outcomes 2 and 3, and candidate review sheets showing specified employability skills for Outcome 4. 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 title:** Hairdressing: Introduction to Colouring Processes  
(SCQF level 5)

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 will introduce candidates to hair colouring.

Candidates will gain knowledge and understanding of the colouring process and will learn how to prepare for hair colouring, observe mixing, application and removal of hair colour leaving the scalp free of product.

Candidate performance must be carried out using a non chemical substance on peers.

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

Key areas of knowledge are:

- ◆ Working safely in the salon
- ◆ Knowledge 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
  - Data Protection Act

### **Colouring knowledge**

- ◆ Hair structure
- ◆ Influences which affect porosity and elasticity of hair — sun and wind, electrical equipment, chemical products, salt/chlorinated water, naturally weak hair
- ◆ How colour works within the hair structure
- ◆ Tests — porosity, elasticity, skin allergy, strand
- ◆ Factors which would prevent the colour application taking place (eg cuts or abrasions on the scalp)
- ◆ Product knowledge — salon's range of colour
- ◆ Measuring and mixing products
- ◆ Importance of using products economically
- ◆ Importance of following manufacturer's instructions
- ◆ Client preparation — protective clothing
- ◆ Self preparation — PPE
- ◆ Colour application methods, ie using applicator or bowl and brush
- ◆ Importance of sectioning hair accurately

## National Unit specification: support notes (cont)

### Unit title:      Hairdressing: Introduction to Colouring Processes                           (SCQF level 5)

- ◆ Colour removal and the importance of leaving the scalp free from colour products
- ◆ Aftercare advice — maintain hair colour and condition
- ◆ Keeping records
- ◆ Product disposal

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, following instructions, a good sense of time and an understanding of health and safety legislation.

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

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

- ◆ Positive attitude and willingness to learn\*:
  - an interest in hairdressing
  - drive and commitment
- ◆ Good timekeeping\*
- ◆ Appropriate appearance\*
- ◆ Customer care skills\*
- ◆ Good communication skills — listening and talking\*
- ◆ 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)\*
- ◆ Knowledge of health and safety procedures\*
- ◆ Awareness of salon conditions\*
- ◆ Awareness of salon roles and responsibilities\*
- ◆ Exploring own creativity
- ◆ 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. There are opportunities in the Unit to develop the remaining skills.

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

**Unit title:** Hairdressing: Introduction to Colouring Processes  
(SCQF level 5)

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

### **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 should be experiential, practical and candidate-centred. Each part of the learning/teaching should incorporate both theory and practical, to facilitate learning. Candidates will therefore understand the relevance of the knowledge and understanding more easily. 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. The learning and teaching should arise naturally throughout the practical activities.

Practical demonstration will enable candidates to gain confidence while developing their skills. Demonstrations should include the method of applying quasi-permanent and permanent colour products, sectioning of hair and techniques used for full head, partial head and regrowth.

Candidates should then carry out application of each using non chemical substances, this should be performed on either peers or a mannequin head.

To understand how colour works within the hair structure, candidates will have to know the structure of the hair and the influences which affect the condition of the cuticle and cortex. This will provide candidates with a foundation on which to build future colour knowledge.

Candidates should also understand how to carry out porosity, elasticity and skin allergy tests and the relevance of these. Candidates should be aware of other factors which would prevent the colour application taking place, eg cuts/abrasions, infestation of the hair and/or scalp. The procedure for skin allergy testing may vary depending on the manufacturer's instructions for the salon's colour product range.

Candidate will gain knowledge and understanding of the colouring process and will observe mixing, application and removal of hair colour leaving the scalp free of product.

Candidates should have knowledge of the salon's colour product range. Candidates should be shown how to select quasi-permanent and permanent colour with support, and how to mix colour products, observe colour application and remove colour leaving the scalp free of product. Candidates should be encouraged to give appropriate aftercare advice to clients on how to maintain hair colour and hair condition. The importance of following manufacturer's instructions and keeping accurate records should be stressed.

Candidates should be advised on how to care for their hands appropriately during this process to avoid the risk of dermatitis. Cost effective use of products should also be discussed.



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

**Unit title:** Hairdressing: Introduction to Colouring Processes  
(SCQF level 5)

### **Opportunities for developing Core Skills**

In this Unit, candidates will carry out practical activities in the salon that involve listening, seeking advice and interacting with clients and others. These are good opportunities for developing communication and interpersonal skills. Candidates will be measuring and recording colour products which will offer scope to develop aspects of the Core Skill of *Numeracy*.

Candidates will also be encouraged to take responsibility for developing their own performance through self-evaluation, taking feedback from others, setting goals for improvement and evaluating progress made. These are opportunities for developing aspects of Core Skills in *Communication* and *Problem Solving*.

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

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

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## National Unit Specification: general information



**UNIT** Hairdressing: Creative Trends (Intermediate 2)

**CODE** F346 11

**COURSE** Hairdressing (Intermediate 2)

### SUMMARY

This Unit has been designed as a mandatory Unit of the *Hairdressing (Intermediate 2) Course* and can also be taken as a free-standing Unit.

The work of the Unit is based on a creativity assignment which enables candidates to explore and interpret current fashion trends. They will produce a style board, plan, prepare for and produce a style which reflects current fashion trends in hairdressing on a mannequin head. Candidates will have an opportunity to develop new skills and/or use existing skills.

This Unit will encourage candidates to express their creativity, build confidence and develop transferable skills. This Unit will also help prepare candidates for work and facilitate progression to further education and/or training.

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. This Unit will also offer progression for candidates who have successfully completed the Intermediate 1 Hairdressing Course.

### OUTCOMES

- 1 Produce a style board which reflects current fashion trends.
- 2 Produce a plan to create an image which reflects current fashion trends expressed in style board.
- 3 Create and present the image on a mannequin head.
- 4 Review own performance in relation to the development of specified employability skills.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** HL

**Publication date:** March 2008

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**Version:** 01

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

**UNIT**      Hairdressing: Creative Trends (Intermediate 2)

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

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

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

### **UNIT        Hairdressing: Creative Trends (Intermediate 2)**

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 style board which reflects current fashion trends.

##### **Performance Criteria**

- (a) Identify current fashion trends from a variety of sources.
- (b) Identify items which reflect current fashion trends.
- (c) Identify a range of textures and colours which reflect current fashion trends.
- (d) Produce a style board which effectively combines style, texture and colours identified.

#### **OUTCOME 2**

Produce a plan to create an image which reflects current fashion trends expressed in style board.

##### **Performance Criteria**

- (a) Review own style board to establish key design elements.
- (b) Design an image which reflects the fashion trends expressed in style board.
- (c) Identify skills and resources required to create the image.
- (d) Produce a draft plan which includes all preparatory steps.
- (e) Seek feedback on draft plan.
- (f) Finalise plan taking account of feedback.

#### **OUTCOME 3**

Create and present the image on a mannequin head.

##### **Performance Criteria**

- (a) Prepare all necessary resources.
- (b) Demonstrate a creative approach which shows imagination and originality.
- (c) Present a completed image which reflects the current fashion trends identified in the style board.
- (d) Comply with relevant health and safety requirements.

#### **OUTCOME 4**

Review own performance in relation to the development of specified employability skills.

##### **Performance Criteria**

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on specified employability skills.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

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

### UNIT Hairdressing: Creative Trends (Intermediate 2)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Practical activities must be carried out either in a realistic working environment or real workplace, which will develop good working practice.

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

#### Product Evidence

##### Outcome 1: Style Board

Candidates will be required to produce, in open-book conditions, a style board which reflects current fashion trends, effectively combining style, texture and colour.

An assessor checklist must be used to support product evidence.

##### Outcome 2: Plan

Candidates will be required to produce, in open-book conditions, a plan which identifies the steps, skills and resources required to prepare for and create an image which reflects the current fashion trends expressed in own style board. During this process candidates will seek feedback from the teacher/lecturer before finalising their plan taking account of the feedback.

The plan will be in a format appropriate to the needs of the candidate, for example, it could be a storyboard, a written plan or a combination of both.

An assessor checklist must be used to support product evidence.

#### Performance Evidence

##### Outcome 3

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

- ◆ prepare all necessary resources
- ◆ comply with relevant health and safety requirements

and, on a mannequin head, that they are able to:

- ◆ demonstrate a creative approach which shows use of imagination and originality
- ◆ present a completed image which reflects the current fashion trends identified in style board

The evidence for this Outcome must be generated within a maximum of 3 hours, which need not be on a single occasion. An assessor observation checklist must be used to provide evidence of performance.

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

### **UNIT        Hairdressing: Creative Trends (Intermediate 2)**

#### **Outcome 4: Candidate Review Sheets**

Evidence Requirements for Outcome 4 should take the form of **one** completed candidate review which will give candidates an opportunity to record the development of their employability skills. This review should be carried out towards the end of candidate's programme of activities for this Unit.

Candidates will identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify, which one of these three is most important to them, where they have improved most and where they need further development. If they have completed other Units in the Hairdressing Intermediate 2 Course, they will have the opportunity to look at previous reviews and how they have improved.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It includes a style board brief for Outcome 1, a plan brief for Outcome 2, assessor checklists for Outcomes 1, 2 and 3 and candidate review sheets showing the specified employability skills for Outcome 4. 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: Creative Trends (Intermediate 2)**

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 current fashion trends and the expression of creativity. Candidates will have an opportunity to develop new skills and/or use existing skills to create and present an image which reflects current fashion trends in hairdressing on a mannequin head.

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

The Unit will develop transferable skills which will help prepare candidates for work.

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

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:

- ◆ positive attitude and willingness to learn\*:
  - an interest in hairdressing
  - drive and commitment
- ◆ good timekeeping\*
- ◆ appropriate appearance\*
- ◆ customer care skills
- ◆ good communication skills — listening and talking\*
- ◆ 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)\*
- ◆ knowledge of health and safety procedures\*
- ◆ awareness of salon conditions\*
- ◆ awareness of salon roles and responsibilities
- ◆ exploring own creativity\*
- ◆ confidence to seek feedback\*
- ◆ review and evaluation skills\*

## Unit Specification: support notes (cont)

### UNIT Hairdressing: Creative Trends (Intermediate 2)

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.

When delivering this Unit as part of the *Hairdressing (Intermediate 2) 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 which others can play.

Candidates should also get support and feedback from the teacher/lecturer on their progress throughout.

Discussion with both peers and teachers/lecturers could take place as a means of encouragement, confidence building and focusing candidates on the task being undertaken. Discussion will help candidates to develop self evaluation skills and will encourage the expression of creativity.

In Outcome 1 of this Unit candidates should identify current fashion trends from a variety of sources eg media, fashion stores. Candidates should then be asked to identify a range of items which reflect current fashion trends incorporating style, texture and colour. This could be demonstrated by the use of fabrics, pictures, colour charts, etc. Discussion with peers (this could be carried out in small groups) and the teacher/lecturer will give candidates an opportunity to express their ideas to others.

Candidates should then be given time to produce a style board to reflect current fashion trends, effectively combining style, texture and colour. 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 make a draft plan which details all preparatory steps required to produce an image which reflects the current fashion trends identified in their style board. Candidates will then seek feedback from the teacher/lecturer before finalising their plan.

Candidates should reflect on their plan and practise the skills they require to create an image which reflects current fashion trends. Some of these could be existing skills, whilst others may require to be developed. The identified skills should be demonstrated to the candidates before they practise them. These skills could include setting/winding techniques, plaiting, hair extensions and use of electrical equipment. Candidates may wish to use non traditional equipment to create their image and this will be acceptable — eg sticks, pipe cleaners, pins, rags. Candidates should be encouraged to display creativity and be assisted in the development of new and existing skills.

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

### **UNIT      Hairdressing: Creative Trends (Intermediate 2)**

The finalised plan should include details of the image to be produced and all skills and resources required. The plan will be in a format appropriate to the needs of the candidate, for example it could be a storyboard, a written plan or a combination of both. This will be used as assessment evidence for Outcome 2.

Time should be given to practise the identified skills required to produce the desired image on a mannequin head.

In Outcome 3 of this Unit, the candidate will create and present an image which reflects their style board 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 and/or guardians what had 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' style boards to demonstrate the end result achieved.

A further advantage of the completed style board is that it would provide candidates with a visual means of demonstrating their creativity and understanding of current fashion trends when applying for further training/employment in the hairdressing industry.

### **CORE SKILLS**

In this Unit, candidates will be planning how to create a style and reviewing their progress. Candidates will be encouraged to take responsibility for their own performance and this will give the opportunity to develop aspects of the Core Skill of Problem Solving.

The opportunity should be taken during this Unit to emphasise that the employability skills developed and the Core Skill indicated above, are skills which 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 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 3 candidates should be assessed on their ability to:

- ◆ perform the necessary practical skills when creating the image on a mannequin head
- ◆ prepare all necessary resources
- ◆ demonstrate a creative approach which shows some use of imagination and originality
- ◆ present a completed image which reflects the current fashion trends identified in their style board

It would therefore be advantageous on completion of the practical activity in Outcome 3 to display photographic evidence of the final image on the candidate's style board.

Performance evidence for Outcome 3 must be generated within a maximum of 3 hours, which need not be on a single occasion.

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

### **UNIT      Hairdressing: Creative Trends (Intermediate 2)**

If candidates do not complete their image in the allocated time, they should be re-assessed on this Outcome.

In Outcome 4 candidates should review their own performance to identify strengths and weaknesses in employability skills and attitudes and set goals for improvement in order to enhance their employability skills profile after taking feedback from their teacher/lecturer.

When delivering this Unit as part of the *Hairdressing (Intermediate 2) Course*, evidence for Outcome 4 of this Unit will give candidates greater opportunity to review their employability skills profile across the duration of the Course.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It includes a style board brief for Outcome 1, a plan brief for Outcome 2, assessor checklists for Outcomes 1, 2 and 3 and candidate review sheets showing the specified employability skills for Outcome 4. 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)).