

National Unit Specification: general information

UNIT Hairdressing: Creativity (Intermediate 1)

CODE DX0P 10

COURSE Hairdressing (Intermediate 1)

SUMMARY

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

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

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

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

OUTCOMES

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

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HC

Publication date: April 2007

Source: Scottish Qualifications Authority

Version: 02

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National Unit Specification: general information (cont)

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CREDIT VALUE

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

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

CORE SKILLS

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

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

National Unit Specification: statement of standards

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

OUTCOME 1

Produce a mood board which reflects own individuality and style.

Performance Criteria

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

OUTCOME 2

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

Performance Criteria

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

OUTCOME 3

Develop skills to create the image.

Performance Criteria

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

OUTCOME 4

Create and present the image on a mannequin head.

Performance Criteria

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

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

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

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

Product Evidence:

Outcome 1 — Mood Board

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

Outcome 2 — Storyboard Plan

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

Performance Evidence:

Outcome 3

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

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

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

Outcome 4

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

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

National Unit Specification: statement of standards (cont)

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

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

Unit Specification: support notes

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

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

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

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

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

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

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

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

Unit Specification: support notes (cont)

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

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

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

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

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

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

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

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

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

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

Unit Specification: support notes (cont)

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

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

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

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

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

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

Core Skills

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

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

Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

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

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

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

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

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

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

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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