



## National Unit Specification: general information

**UNIT** Hair, Beauty and Make-up: Personal Care and Appearance (SCQF level 5)

**CODE** F4C5 11

### SUMMARY

This Unit is designed to enable the candidates to identify factors which contribute to their personal care and appearance. Review their own personal care and appearance and identify skills which will benefit their general appearance appropriate for employment in the hair and beauty sectors.

On completion of the Unit candidates will have practiced techniques and set future goals for improvement.

### OUTCOMES

- 1 Investigate the factors which contribute to personal care and appearance for employment.
- 2 Develop skills and techniques for personal care and appearance for employment.
- 3 Review own personal care and appearance.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following, or equivalent:

- ◆ NPA in Cosmetology

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#### Administrative Information

**Superclass:** HJ

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

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### **CREDIT VALUE**

1 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**

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

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

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

### **UNIT**      Hair, Beauty and Make-up: Personal Care and Appearance (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**

Investigate the factors which contributes to personal care and appearance for employment.

##### **Performance Criteria**

- (a) Gather information on the appropriate appearance for employment.
- (b) Identify factors which contribute to personal care and appearance for employment.

#### **OUTCOME 2**

Develop skills and techniques for personal care and appearance.

##### **Performance Criteria**

- (a) Identify appropriate skills and techniques.
- (b) Practice appropriate skills and techniques.
- (c) Use the skills and techniques to develop personal care and appearance.

#### **OUTCOME 3**

Review own personal care and appearance.

##### **Performance Criteria**

- (a) Evaluate own personal care and appearance.
- (b) Gather feedback from others on own personal care and appearance.
- (c) Identify and set relevant future goals.

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

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

Written and/or oral evidence and performance evidence that cover all the Outcomes and Performance Criteria are required for this Unit.

#### **Outcome 1, Outcome 2 (a) and Outcome 3 — Written and oral evidence**

Evidence will be gathered throughout Outcomes 1 for inclusion in a folio.

- ◆ Gather information on appropriate appearance for employment:
  - dress code
  - hair
  - make-up
- ◆ Identify factors which contribute to personal care and appearance for employment:
  - skin care
  - make-up
  - hair
  - hygiene
  - general health
  - dress code
  - posture
- ◆ List the appropriate skills required to develop personal care and appearance
- ◆ Review your personal care and appearance
- ◆ Evaluate own personal care and appearance
- ◆ Identify and set relevant future goals

#### **Outcome 2 (b) and (c) — Performance evidence**

Evidence will be produced through practical activity and will be assessed by a lecturer/teacher observation checklist. This will include:

- ◆ self hair styling
- ◆ skin care
- ◆ nail and hand care
- ◆ make-up
- ◆ posture

## **National Unit Specification: support notes**

### **UNIT        Hair, Beauty and Make-up: Personal Care and Appearance (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 is optional in the National Certificate Group Award in Hairdressing (SCQF level 5) and Beauty Care and Make-up (SCQF level 5) but can also be taken as a free-standing Unit.

On completion of this Unit candidates will have gained knowledge and understanding of the importance of appropriate personal care and appearance and to develop skills that will be beneficial in the promotion of appearance and well being. Candidates will be encouraged to raise their awareness of the range of factors that affect personal care and appearance.

Candidates will have the opportunity to practice different looks for themselves, by participating in supervised practical activities.

At the end of the Unit candidates will review their own personal care and appearance, seek feedback from others and set relevant new goals for their future development.

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

The requirements of this Unit should be discussed with the candidates prior to commencement. To achieve success in this Unit, candidates will need to have knowledge and understanding of the following:

- ◆ contributing factors to personal care and appearance
- ◆ skin care
- ◆ make-up
- ◆ hygiene
- ◆ hair
- ◆ general health
- ◆ dress code
- ◆ posture
- ◆ basic facial care
- ◆ basic nail care
- ◆ basic hair care

Topical discussion will form a large part of delivery of this Unit where above topics could be discussed as a group. Candidates must be aware of the organisational dress code and given sufficient time to gather information on other factors which influence personal care and appearance. Candidates should then practice the identified skills and techniques.

## National Unit Specification: support notes

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### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

This Unit may provide the opportunities to develop Core Skills through the practical activity. Candidates will be involved in research, listening, seeking advice, planning resources, feedback and producing a written and/or oral evidence for the folio. There are good opportunities for developing Core Skills in *Communication*, *Working with Others* and *Information Technology*.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

#### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The assessment for Outcome 2 should be after candidates have completed Outcome 1.

The assessment for Outcome 3 will be at the end of the Unit where candidates have had the benefit of practice and support in the required treatments.

It is recommended that assessments for this Unit should be carried out consecutively. This will enable candidates to be assessed in a logical manner.

Time should be left to allow for re-assessment where necessary.

### 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)*.