



National Unit Specification: general information

UNIT Style, Dress and Finish Hair (SCQF level 6)

CODE F78T 12

SUMMARY

This Unit has been designed as a mandatory Unit in the National Certificate Group Award (NCGA) in Hairdressing at SCQF level 6 and the NCGA in Media Make-up at SCQF level 6. It can also be taken as a free-standing Unit.

Candidates will learn about the physical changes that take place in the hair structure whilst temporarily changing the shape of the hair and will develop practical skills to enable them to plan, prepare, perform, then dress and finish hair effectively.

The candidates will participate in a number of activities to enable them to develop consultation skills.

This Unit is suitable for those who have prior knowledge of setting and blow drying hair.

OUTCOMES

- 1 Demonstrate knowledge of the principles of styling, dressing and finishing hair.
- 2 Prepare for and perform hairstyling.
- 3 Dress and finish hair.

RECOMMENDED ENTRY

Whilst entry is at the discretion of the centre, it would be beneficial if candidates have attained the following or equivalent:

- ◆ F4C8 11: Setting and Winding Techniques
- ◆ F4BX 11: Blow drying Techniques

Administrative Information

Superclass: HL

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CREDIT VALUE

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

**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

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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 SQA.

OUTCOME 1

Demonstrate knowledge of the principles of styling, dressing and finishing hair.

Performance Criteria

- (a) Describe the physical changes within the hair structure when wet and dry styling.
- (b) Explain humidity and its effect on the hair.
- (c) Explain why hair is allowed to cool prior to dressing and finishing.
- (d) Explain why styling and finishing products are applied.

OUTCOME 2

Prepare for and perform hairstyling.

Performance Criteria

- (a) Communicate effectively to establish and agree the client's requirements.
- (b) Gown and prepare the client appropriately.
- (c) Identify styling products and resources required.
- (d) Prepare hair appropriately.
- (e) Apply products and mould hair effectively.
- (f) Comply with current relevant legislation.

OUTCOME 3

Dress and finish hair.

Performance Criteria

- (a) Select dressing and finishing products.
- (b) Apply dressing and finishing products in correct sequence to maximise the hair's potential.
- (c) Dress and finish hair to desired look.
- (d) Give appropriate product recommendation.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Outcome 1 Structured questions

Structured questions will be carried out under closed-book conditions. The questions must enable the candidates to demonstrate their knowledge of:

- ◆ physical changes that take place within the hair structure whilst temporarily changing the hair shape to include:
 - polypeptide chain
 - alpha keratin
 - beta keratin
 - hydrogen bonds
- ◆ the difference between wet and dry setting
- ◆ humidity and its effect on the hair
- ◆ why hair must be allowed to cool prior to dressing and finishing
- ◆ use of styling and finishing products and their effect on the hair:
 - setting/styling lotion
 - mousse
 - gels
 - shine- spray/glosses
 - wax/dressing creams
 - sprays

Outcome 2 Performance evidence

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

- ◆ communicate effectively to establish and agree the client's requirements, whilst taking into account all influencing factors:
 - texture
 - length
 - density
 - haircut
 - head and face shape
 - growth patterns
 - elasticity
- ◆ gown and prepare the client appropriately as per salon standards
- ◆ identify resources and styling products required
- ◆ prepare the hair appropriately
- ◆ apply products and mould the hair effectively
- ◆ comply with current relevant legislation

National Unit Specification: statement of standards (cont)

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Outcome 3 Performance evidence

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

- ◆ select dressing and finishing products
- ◆ apply dressing and finishing products in correct sequence to maximise hair's potential
- ◆ dress and finish hair to desired look
- ◆ give appropriate product recommendation

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

Practical performance must be demonstrated on **four different looks** using a combination of techniques from the following:

- ◆ root to point winding
- ◆ point to root winding (croquignole)
- ◆ on and off base winding
- ◆ use of rollers — traditional, velcro and heated
- ◆ use of unconventional setting technique
- ◆ finger-waving
- ◆ pin-curling
- ◆ blow drying
- ◆ use of heated appliances — tongs, crimpers, straightening irons

An assessor observation checklist and client consultation record must be used to provide evidence of performance for Outcomes 2 and 3.

The Assessment Support Pack (ASP) provided for this Unit illustrates the standard that should be applied. It includes structured questions for Outcome 1, assessor observation checklists and a client consultation record for Outcomes 2 and 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

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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

Candidates will learn about the physical changes that take place within the hair structure during the process of moulding hair, the difference between setting wet hair and dry hair, the effects of humidity on the hair, the effects of styling and finishing products on the hair, and Health and Safety legislation relevant to styling and dressing hair. They will develop skills in setting, blow-drying, pin-curling, finger waving, use of heated appliances, and dressing and finishing hair to an acceptable commercial standard.

Practical performance for summative assessment must be carried out on a client, under salon conditions, on all four occasions.

It is essential that relevant aspects of current Health and Safety legislation are explained and adhered to as part of the assessment of this Unit.

Key areas of knowledge for this Unit are:

- ◆ physical changes that take place within the hair structure whilst temporarily changing the hair shape, to include:
 - polypeptide chain, alpha and beta keratin, hydrogen bonds
 - difference between wet and dry setting
 - effects that humidity has on the hair
- ◆ effects of styling and finishing products on the hair
- ◆ working safely in the salon
- ◆ hygiene procedures
- ◆ prevention of infection
- ◆ conditions of work: dress code, personal conduct
- ◆ resources required for the service
- ◆ client preparation
- ◆ effective communication
- ◆ product recommendation
- ◆ influencing factors to be taken into account during consultation:
 - texture: fine, medium, coarse
 - hair type: curly, wavy, straight
 - hair length: above the shoulders, below the shoulders
 - hair density: sparse, medium, coarse
 - haircut: short layers, long layers, one length
 - head/face shape: oval, heart, square, oblong, round
 - growth patterns: cowlick, whorl, widows peak, double crown
 - elasticity

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- ◆ salon product range:
 - setting/styling lotions
 - mousse
 - gels
 - shine: spray/glosses
 - wax/dressing creams
 - sprays

- ◆ knowledge of the importance of adhering to appropriate current health and safety legislation:
 - Health and Safety at Work Act
 - Electricity at Work Regulations
 - Control of Substances Hazardous to Health Regulations (COSHH)
 - The Provision and use of Work Equipment Regulations
 - Data Protection Act
 - Personal Protective Equipment Act (PPE) at Work Regulations

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

There should be an induction to this Unit, where candidates are made aware of approaches to delivery and assessment and the criteria to be covered in order to achieve.

The main approach to learning for this Unit should be experiential, practical and candidate centred.

Through practical demonstrations, candidates should be shown how to, prepare the client, communicate and agree a desired plan, mould the hair into a variety of shapes, then dress and finish the hair according to plan.

Candidates should be made aware of setting and finishing products, electrical appliances available for both moulding and drying hair, non conventional items which could be used for moulding hair, a selection of brushes and combs, and a selection of roller types.

Following practical demonstrations by the teacher/lecturer the candidates must be given the opportunity, initially, to develop practical skills on mannequin heads, progressing onto clients as confidence and competence increase.

In order to facilitate learning within this Unit, each part of learning and teaching should incorporate theory and practical. This will reinforce knowledge whilst displaying understanding during practical skills development.

Achievement of this Unit will be dependant on candidates being able to carry out practical activities in a real working environment, whilst working with clients.

It is essential that all relevant aspects of current health and safety legislation are understood and adhered to as part of achievement.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

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

Candidates will use Oral Communication during the consultation process, discussing clients' different needs and expectations. Written Communication will be evidenced when candidates are completing client records.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

Initially, formative assessment is an important aspect of this Unit, where candidates can work on mannequin heads, progressing to working with clients as confidence and competence improves.

In Outcome 3 candidates should be able to give appropriate product recommendation to the client.

The Assessment Support Pack (ASP) provided for this Unit illustrates the standard that should be applied. It includes structured questions for Outcome 1, assessor observation checklists and a client consultation record for Outcomes 2 and 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

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 Communication 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)*.

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