



## National Unit Specification: general information

**UNIT** Creative Haircutting (SCQF level 6)

**CODE** F78X 12

### SUMMARY

This Unit has been designed as an optional Unit in the National Certificate Group Award (NCGA) in Hairdressing at SCQF level 6 and can also be taken as a free standing Unit.

The aim of the Unit is to develop the candidate's ability to plan a range of haircuts which reflect current creative trends, perform the planned haircuts using creative cutting techniques and create a portfolio of evidence incorporating photographic evidence of finished looks.

This Unit is designed for candidates who have prior knowledge in haircutting.

### OUTCOMES

- 1 Identify and plan a range of current haircuts incorporating creative cutting techniques.
- 2 Perform the planned haircut and evaluate the performance.
- 3 Create a portfolio of haircuts carried out.

### RECOMMENDED ENTRY

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

- ◆ F4C2 11: Ladies Hairdressing: Basic Cutting Categories
- ◆ F78S 12: Hairdressing: Combination Cutting

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#### Administrative Information

**Superclass:** xxxx

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

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### **CREDIT VALUE**

1 credit at SCQF level 6 (6 SCQF 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**

### **UNIT**      Creative Haircutting (SCQF level 6)

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**

Identify and plan a range of current haircuts incorporating creative cutting techniques.

##### **Performance Criteria**

- (a) Identify current creative looks.
- (b) Identify and describe planned creative cutting techniques, tools and effects.
- (c) Produce a plan for the creation of each look.

#### **OUTCOME 2**

Perform the planned haircut and evaluate the performance.

##### **Performance Criteria**

- (a) Prepare model and selected tools for planned haircut.
- (b) Perform the haircut using chosen cutting techniques taking account of influencing factors.
- (c) Follow safe and hygienic practices and comply with salon requirements.
- (d) Evaluate the performance in reference to plan.

#### **OUTCOME 3**

Create a portfolio of haircuts carried out.

##### **Performance Criteria**

- (a) Present an introduction which reflects the planned haircuts.
- (b) Present evidence of planning, performance and evaluation.
- (c) Present photographic evidence of finished looks.
- (d) Create a bibliography of sources of inspiration.

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

### UNIT Creative Haircutting (SCQF level 6)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

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

#### Outcome 1 Plan

Candidates are required to plan a range of haircuts which reflect current trends incorporating creative cutting techniques. Candidates must produce **three individual plans** which must include the following:

- ◆ images and ideas underpinning the haircut
- ◆ identification and description of the planned haircuts including
  - cutting techniques
  - tools
  - desired effects

#### Outcome 2 Performance evidence

Candidates are required to demonstrate by practical performance on a model on a minimum of **three** occasions that they are able to perform the planned haircut and must:

- ◆ prepare the model and tools for planned haircut
- ◆ carry out the planned haircut taking account of influencing factors
- ◆ follow safe and hygienic practices and comply with salon requirements
- ◆ evaluate the performance in reference to plan

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

#### Outcome 3 Portfolio

Candidates are required to create a portfolio of haircuts. The portfolio must include the following:

- ◆ an introduction which outlines the content of the portfolio
- ◆ evidence of planning, performance and evaluation
  - structured — table of contents; information presented in a logical sequence; use of page numbers/individual sections
- ◆ photographic evidence of finished looks
  - a minimum of one high quality photographic image for **each** look showing tight shot of haircut (size 10x8/approx A4).
- ◆ a bibliography of sources of inspiration
  - reference lists of information sources used to generate inspirational images and ideas.

## National Unit Specification: support notes

### UNIT Creative Haircutting (SCQF level 6)

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 80 hours.

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

This Unit is designed for candidates who have gained skills in haircutting which meet the needs of individual clients. The aim of the Unit is to develop the candidate's skills to plan and perform a range of creative haircuts which reflect current trends and produce a portfolio of evidence.

Key areas of knowledge in this Unit are:

- ◆ where to source information and ideas on current creative haircuts
- ◆ how to create written plans
- ◆ cutting tools — scissors; texturising scissors; razor
- ◆ cutting technique — point cutting; slice cutting; slide cutting
- ◆ influencing factors — hair cut, length; density; growth pattern; movement; texture; weight
- ◆ current legislation —
  - Health and Safety at Work Act
  - Workplace (Health, Safety and Welfare) Regulations
  - Manual Handling Operations Regulations
  - Personal Protective Equipment at Work Regulations
  - Provision and Use of Work Equipment Regulations
  - Control of Substances Hazardous to Health Regulations (COSHH)
  - Electricity at Work Regulations
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
- ◆ how to create a portfolio

Candidates will participate in a number of activities which will help them to develop their skills in planning, performing and presenting a range of haircuts which reflect current trends incorporating creative cutting techniques.

#### 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 assessment and the criteria to be covered in order to achieve.

Outcome 1 is designed to develop candidates' planning skills by encouraging them to gather inspirational images and ideas to enable them to plan a range of haircuts. This could initially involve the use of current fashion influences in hair cutting, eg style books, hair magazines, journals, internet. Text books and DVDs could be used to provide examples of how to describe a haircut.

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

### **UNIT Creative Haircutting (SCQF level 6)**

Outcome 2 will develop the candidate's ability to perform the creative cut taking account of the plan. Practical demonstration should be given on a range of haircuts incorporating creative cutting techniques. Instructional DVDs can be a useful teaching aid when demonstrating sectioning and cutting techniques. Candidates should be given the opportunity to practise their haircutting skills.

In Outcome 3 candidates should be provided with clear guidelines on the content and structure of the portfolio. Candidates could be shown examples of the quality of images and standards required in relation to structure and clarity of information when producing a completed portfolio.

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

Candidates have the opportunity to use the internet while gathering information while researching and planning their creative cuts which will give the opportunity to develop the Core Skill *Information and Communication Technology*.

Candidates will be involved in listening, seeking advice, planning resources and reviewing their own performance. These are good opportunities for the development of Core Skills in *Communication* and *Problem Solving*.

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

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

#### **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](http://www.sqa.org.uk/assessmentarrangements).