

## National Unit Specification: General Information

<b>UNIT</b>	Styling and Dressing Long Hair (Higher) (x1.5)
<b>NUMBER</b>	D05P 12
<b>COURSE</b>	This is a free standing unit which may be used as part of a Scottish Group Award or be associated with other programmes of study in schools, colleges of further education or other centres.

### SUMMARY

The candidate will be able to apply preparation and dressing techniques to create a variety of styles on long hair.

### OUTCOMES

- 1 Describe a variety of long hair looks and outline the tools and products needed to achieve them.
- 2 Establish client requirements taking account of influencing factors.
- 3 Prepare hair to achieve a variety of looks.
- 4 Dress hair into a variety of looks.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. It would be beneficial if candidates had basic knowledge and skills related to setting and finishing hair. This may be evidenced by possession of the unit D05H 11 Setting and Finishing Hair (Intermediate 2) (x 1.5) or similar qualifications and experience.

### CREDIT VALUE

1.5 Credits at Intermediate 2.

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## Administrative Information

<b>Superclass:</b>	HL
<b>Publication date:</b>	December 1998
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	01

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## **CORE SKILLS**

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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

**UNIT** Styling and Dressing Long Hair (Higher) (x1.5)

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 the Scottish Qualifications Authority.

### **OUTCOME 1**

Describe a variety of long hair looks and outline the tools and products needed to achieve them.

#### **Performance Criteria**

- a) A variety of styles suitable for long hair is identified.
- b) Products, tools and equipment for use in preparation are accurately identified and their functions explained.
- c) Products, tools, equipment and ornamentation for use in dressing are accurately identified and their functions explained.

#### **Note on range for the outcome**

Long hair looks: down; up; combination.

#### **Evidence Requirements**

Written and/or oral evidence from a folio assembled by the candidate to cover all the performance criteria and the full range that the candidate can identify a variety of looks, the tools, equipment and ornamentation needed to achieve them and explain how to prepare and dress long hair.

### **OUTCOME 2**

Establish client requirements taking account of influencing factors.

#### **Performance Criteria**

- a) Communication skills are used to promote a professional image and establish a clear understanding between the client and candidate.
- b) The client is guided in relation to current fashion, and advised of the potential of her/his hair in achieving the finished look in relation to influencing factors.
- c) Agreement on finished result is reached between the client and candidate.

#### **Note on range for the outcome**

Communication skills: clear speech; listening skills; questioning techniques; use of images where appropriate.

Influencing factors: - head/face shape;  
- hair: texture; growth pattern; movement; weight.

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

**UNIT** Styling and Dressing Long Hair (Higher) (x1.5)

### **Evidence Requirements**

Performance evidence of the candidate's ability to consult with the client using communication skills appropriate to the situation.

Observation of the candidate's performance in practical work should be carried out by the lecturer/teacher, using a checklist.

The candidate should supply written and/or oral evidence of understanding of the principles of guidance and advice and ways in which influencing factors can influence choice of styles.

### **OUTCOME 3**

Prepare hair to achieve a variety of looks.

#### **Performance Criteria**

- a) Preparation of the client is carried out in accordance with salon procedures.
- b) The agreed look takes into account any influencing factors.
- c) Products, tools and equipment are selected to achieve the determined look.
- d) Preparation techniques are selected and applied effectively to achieve desired look.
- e) Hair is dried and prepared for dressing as required.
- f) Health and safety regulations are adhered to at all times.

#### **Note on range for the outcome**

Long hair looks: up-vertical roll; scalp; plait; chignon.  
down – smooth; curly

Preparation of client: gowning; protection; positioning.

Influencing factors: - head/face shape;  
- hair: texture; growth pattern; movement; weight;

#### **Evidence Requirements**

Performance evidence of the candidate's ability to perform preparation techniques using appropriate products, tools and equipment for five clients.

Observation of the candidate's performance in practical activities should be carried out by the lecturer/teacher using a checklist.

Written/oral questions may also be required to establish knowledge and understanding where this cannot be inferred through performance.

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

**UNIT** Styling and Dressing Long Hair (Higher) (x1.5)

The candidate should also supply written/oral evidence of health and safety regulations.

### **OUTCOME 4**

Dress hair into a variety of looks.

#### **Performance Criteria**

- a) Products, tools and equipment are selected to achieve the agreed look.
- b) Finishing techniques are applied creatively to achieve agreed look.
- c) Ornamentation is used if required to complement the look.
- d) The agreed look is achieved to the satisfaction of the client.
- e) Health and safety regulations are adhered to at all times.
- f) The preparation and dressing procedures are accurately reviewed and conclusions are drawn.
- g) Advice given on the aftercare of the style is appropriate to maintain the look.

#### **Note on range for the outcome**

Long hair looks: up-vertical roll; scalp; plait; chignon.  
down – smooth; curly

Products: wax; finishing spray; cream; gel.

Tools: comb; brushes; fingers.

#### **Evidence Requirements**

Performance evidence of the candidate's ability to perform dressing techniques for five clients.

Observation of the candidate's performance in practical activities should be carried out by the lecturer/teacher using a checklist.

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

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Written/oral questions may also be required to establish knowledge and understanding of the range of dressing techniques and health and safety regulations where this cannot be inferred through performance.

Written or oral evidence should also be used to establish that the candidate can make an accurate review of her/his performance, using appropriate criteria to evaluate the effectiveness of the styling and dressing strategies, quoting relevant evidence and drawing justified conclusions.

## **National unit specification: support notes**

### **UNIT Styling and Dressing Long Hair (Higher) (x1.5)**

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

#### **GUIDANCE ON CONTENT AND CONTEXT**

It is important that the candidate has an aesthetic understanding of the various styles. Hair and beauty journals, fashion magazines etc will provide a valuable source of information on line, balance and aesthetical data.

The candidate should be encouraged to experiment with a range of products, tools, equipment and ornamentation to extend their knowledge of their function.

The candidate should be encouraged, after initial demonstrations to adapt and combine various setting and finishing techniques to create individual styles.

Good communication/social skills should be encouraged.

The candidate should cultivate the ability to reflect on what has been done and draw conclusions for the future.

Safe and hygiene practices should be re-inforced throughout this unit. The regulations which cover technical hairdressing sources are:

- The Health and Safety at Work etc Act 1974
- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Manual Handling Operations Regulations 1992
- The Personal Protective Equipment at Work Regulations 1992
- The Provision and Use of Work Equipment Regulations 1992
- The Control of Substances Hazardous to Health Regulations 1992 (COSHH) to include subsequent amendments
- The Electricity at Work Regulations 1989
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985

#### **GUIDANCE ON TEACHING AND LEARNING APPROACHES**

This unit is essentially candidate-centred with knowledge and skills acquired through a range of practical situations, investigation and activity.

The candidate should acquire experience through practice on clients of different hair length, varying hair/texture and movement enabling the candidate to gain competence in a range of techniques. This will provide the opportunity for the candidate to gain confidence in client handling skills, along with the visible evidence of applied underpinning knowledge.

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

**UNIT** Styling and Dressing Long Hair (Higher) (x1.5)

### **GUIDANCE ON APPROACHES TO ASSESSMENT**

It is recommended that assessment is integrated so far as possible. For example, written or oral questioning used to generate evidence for knowledge and understanding in one outcome could be combined with questioning on knowledge and understanding for other outcomes in this or other units.

See also the specification for the unit Problem Solving (Intermediate 2).

The practical assessments for Outcomes 2-4 may be combined in the same assessment tasks, which may also be used to assess practical outcomes from other units.

For outcome 2 a checklist for observation of communication skills should include the following points:

- demonstration of tact and patience
- use of language at an appropriate level of formality
- vocabulary and sentence structure appropriate to purpose and the needs of the client
- all essential information conveyed accurately and coherently
- clear, audible speech
- use of appropriate body language: eye contact, posture, gesture appropriate to the client
- use of effective listening, questioning and guidance skills
- responses taking account of the contributions of the client

For outcome 3 a checklist for observation of performance should include the following points:

- gowning procedure
- identification of influencing factors, ie. hair texture, density, growth patterns, condition, hair movement, length, head and face shape
- selection of appropriate tools, equipment for desired style
- choice and application of preparation product
- application of appropriate preparation technique
- hair is dried and prepared as required
- client care
- hygiene and safety procedures.



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

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For outcome 4 a checklist for observation of performance should include the following points:

- preparation of hair
- selection of appropriate product and tools for desired style
- select and secure suitable ornamentation for desired effect if applicable
- select and secure suitable type of hair piece for desired effect if applicable
- application of appropriate finishing techniques
- choice and application of finishing products
- client care
- hygiene and safety procedures
- client satisfaction

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).