



Group Award Specification for:
PDA: Innovations in Hair Design

Group Award Code: GL0A 47

Validation date: September 2015

Date of original publication: November 2015

Version: 01

Contents

1	Introduction	1
2	Qualification structure.....	3
	2.1 Structure.....	3
3	Aims of the qualification	4
	3.1 General aims of the qualification	4
	3.2 Specific aims of the qualification.....	5
	3.3 Graded Unit.....	5
4	Recommended entry to the qualification.....	5
	4.1 Core Skills entry profile.....	6
5	Additional benefits of the qualification in meeting employer needs	7
	5.1 Mapping of qualification aims to Units	8
	5.2 Mapping of Core Skills development opportunities across the qualification	10
	5.3 Assessment Strategy for the qualification	11
6	Guidance on approaches to delivery and assessment.....	12
	6.1 Sequencing/integration of Units.....	13
	6.2 Recognition of Prior Learning	14
	6.2.1 Articulation and/or progression	15
	6.2.2 Professional recognition.....	15
	6.3 Support materials	15
	6.5 Resource requirements	15
7	General information for centres	15
8	Glossary of terms	16
9	General information for learners.....	18

1 Introduction

Rationale

The rationale for developing the part-time online PDA Award arose after a scoping exercise was carried out to ascertain interest in Perth College delivering the full-time HNC Hairdressing course. A survey was carried out with former students, current students and employers to identify the most appropriate delivery method and curriculum content to suit the target audience. Delivery of the full HNC Hairdressing was rejected as market intelligence indicated that the demand for this programme came from trained and employed hairdressers who wanted to up-skill but did not want to leave employment to do so.

Although the full HNC was not favoured there was a clear directive from these surveys that a new certificated programme was needed for the hairdressing industry that could be accessed online and met the demands of industry. Perth College UHI has, therefore, developed such a programme in the PDA Award 'Innovations in Hair Design' (SCQF level 7). This award was developed to meet the progression needs of students and the Continuing Professional Development (CPD) needs of employers/ employees at a local level and for future access across the University of the Highlands and Islands (UHI) partners within the Highlands and Islands. In addition, this programme could also be accessible to a UK wide market. Market intelligence indicated that there was a demand for this flexible, fast, accessible and appropriate course to meet this target audience. An online approach ensures accessibility and inclusion for the rural and distant areas of our communities.

There has long been a culture of CPD within the Hairdressing sector to keep abreast of the constant changes in fashion. It is with this in mind that the proposed qualification embodies three specific principles:

- ◆ to provide a recognised qualification to meet the requirements of employers and industry standards.
- ◆ to offer progression across both rural and urban areas.
- ◆ to offer CPD across both rural and urban areas.

It is anticipated that the new structure will provide a strong pathway of progression for candidates who have successfully completed a programme of National Qualification Units or Scottish Vocational Qualifications in a related area and also for those who wish to access higher education. This is in line with the current Scottish Credit and Qualifications Framework (SCQF). The title reflects the aims and objectives of the award and is aimed at candidates who wish to develop their creativity in hairdressing.

Relation to other provision

Currently, the only provision in Hairdressing at level 7 (SCQF) across UHI is the HNC Hairdressing Award delivered part-time in college over 2 years within Moray and Inverness colleges. Currently there is no PDA Award in Hairdressing. This new PDA Award is developed from four existing Units within the HNC Award chosen from analysis of the survey results. The PDA has added value in that it is delivered online allowing the students a flexible approach to study. The award focuses on the practical, artistic nature of hairdressing by allowing the research and design elements of the students' personalities to grow as this is expected in industry to keep abreast of current trends. This course also develops academic writing and research skills in the written/ portfolio elements of the course.

Demand

The PDA Award is a response to demand for progression and CPD opportunities across Perth, Kinross and the Highland and Islands. This award is available for staff, students, employees and employers. Therefore a more flexible online approach to learning is suitable to maximise the potential of the award for partners and maximise the efficiencies that future networking delivery can offer. Through market research it was highlighted that one of the main attractions for this course is that students will be able to graduate.

This new award gives us the potential to recruit wider throughout the UHI Partners allowing accessibility for a wider target audience. This award could also be promoted to non-UHI colleges looking to deliver an industry focused, certificated, progression route that offers CPD opportunities.

Target audience

At present the target market is existing NVQ Level 3 (SCQF level 6) Hairdressing students and work based SVQ Level 3 (SCQF level 6) Hairdressing students to offer progression. Industry employers, employees and lecturing staff will also be targeted to allow for certificated CPD opportunities. Perth College UHI will host and deliver these Units to the UHI Partners if they do not have staff qualified to do so.

Perth College UHI has been working closely with employers over the last two year to bridge the gap between colleges and industry and to ensure standardisation. Through this partnership it was highlighted that there is a lack of nationally certificated CPD opportunities in colleges. The courses on offer also do not meet their needs. The PDA Award has been designed with this in mind and the Units are specifically chosen to meet industry demands.

Progression

This qualification will give greater employment opportunities as this course gives students the experience to build on the creative aspects of hair design by researching current trends and designing innovative ways to carry them out.

This qualification can lead to the following careers:

- ◆ TV/film work
- ◆ Salon trainer/assessor
- ◆ Photograph/session work
- ◆ Technical representative with a manufacturing company
- ◆ Management within a salon
- ◆ Training and assessing within education and training establishments
- ◆ Further progression within higher education

2 Qualification structure

This Group Award is made up of four SQA Units. It comprises of 38 SCQF credit points of which 6 are at SCQF level 6 and 32 are at level 7. A mapping of Core Skills development opportunities is available in Section 5.3.

Perth College UHI offer students two Units each semester delivered fully on line. These Units will be delivered using on-line learning and teaching materials available within Blackboard. VLE tools will be fully utilised with the discussion board allowing dialogue between the students and interaction with the lecturer. The Collaborate tool will be used for three hours per week in the evening at a set time to allow for online synchronous support. This approach offers students a self-directed, student-led approach to their study. Turnitin will be used to inform summative and formative feedback.

The award is a four Unit programme with 5 HN credits delivered across one calendar year.

Delivery schedule:

Semester 1

3 HN credits = three hours per week tutorial on Collaborate and three hours set activities, discussion board and self-directed study for 17 weeks.

Semester 2

2 HN credits = two hours per week tutorial on Collaborate and two hours per week set activities, discussion board and self-directed study for 17 weeks.

Students can begin their studies by accessing the course either in Semester 1 or Semester 2

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level	ASP
DN5W	34	Hairdressing: Creative Designs in Haircutting	1	80	7	Yes
DN5V	34	Colour, Colour Correction and Innovative Design	2	160	7	Yes
A78F	34	Training Skills	1	80	7	No
DN5Y	33	Long Hair Design	1	60	6	Yes

3 Aims of the qualification

The award is designed to build on National Units/Vocational Qualifications and/or prior experience within the industry.

The award is available on a part-time basis.

The PDA Award links to the UHI Strategic Vision and Plan 2015/2020 to meet the needs and expectations of a diverse and geographically dispersed student body specifically to deliver a curriculum that enhances student employment opportunities.

The infrastructure priority is business development through enhanced sector engagement by involving employers in the development and delivery of innovative programmes at advanced levels. By developing this award fully we can enhance training and skills development whilst promoting sustainable growth in courses within this subject area. In order to meet the demands of a changing sector this course provides a professional and consistent approach to employer engagement underpinned by significant findings from market intelligence and effective employer links.

This Professional Development Award is designed for people who want to gain a recognised qualification in innovative hair design. It is for candidates who want to develop their academic competence in portfolio compilation and research skills within the hairdressing industry. This allows them the ability to implement training programmes and develop a sound understanding of creating fashion designs. This award will enhance their employability as a technical representative with a manufacturing company; supervisory capacity within a salon; management within a salon; training and assessing within education and training establishments or further progression within education.

3.1 General aims of the qualification

The explicit aims of the award will enable candidates:

- ◆ the opportunity to develop research and creative skills in hairdressing.
- ◆ to develop/enhance the candidates interpersonal skills and analytical skills.
- ◆ to progress to further professional academic or vocational qualification (including progressing within the SCQF framework).
- ◆ to provide a basis for future career and personal development.
- ◆ to build on previously acquired transferable skills.
- ◆ to adopt an innovative and creative individual approach to their work.
- ◆ to offer progression and CPD opportunities.

3.2 Specific aims of the qualification

On successful completion of the award learners will be able to:

- 1 demonstrate creative practical skills in hairdressing.
- 2 apply interpersonal skills and analytical skills.
- 3 progress to further professional academic or vocational study.
- 4 prepare for future career hairdressing paths.
- 5 design a portfolio of creative hair techniques.
- 6 discuss training needs of others and create a training session.
- 7 evaluate their individual hairdressing creations.
- 8 demonstrate research skills.

Mapped to the Units in Section 5.

3.3 Graded Unit

Not Applicable.

4 Recommended entry to the qualification

Entry requirements

Students must be currently employed in the hairdressing industry as this will allow opportunities to carry out and engage with the practical work needed for assessment throughout their study. They must also hold either a Level 3 Hairdressing qualification (SCQF level 6) or have five years industry experience.

The selection process will follow Perth College UHI standard interview procedure and can be carried out face to face or by telephone.

Access to a computer or mobile device with broadband connection is essential for this on-line course. The marketing materials, interview and induction processes will ensure that all potential students are made fully aware of this requirement.

Practical assessments can be carried out in Perth College or in the workplace by filming the assessment in time lapse and receiving a witness testimony from the model.

Closed-book assessments will be carried out in college under supervised conditions. Access to a local college/assessment centre is essential.

Requirements

- ◆ Level 3 Hairdressing qualification (SCQF level 6) or five years industry experience
- ◆ Basic ICT skills
- ◆ Access to a computer or mobile device with Broadband is essential
- ◆ Access to a local college/assessment centre is essential

4.1 Core Skills entry profile

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Good communication skills are required for learners doing this qualification as they will need to read and understand a range of documentation. Learners will have to produce a variety of documentation including a training plan that identifies training needs, creating a detailed portfolio of their work and communicating with models during consultation and practical services.
Numeracy	4	Numerical skills are required for learners undertaking this qualification. Learners will be required to use these skills when timing practical assessments and calculating the amount of products required for the service.
Information and Communication Technology (ICT)	5	It is essential for learners to have good ICT skills as they will need to research a range of products on-line for their product knowledge and compile an on-line portfolio of work for their practical.
Problem Solving	4	Critical analysis is part of this qualification as learners will need to evaluate their own practical standards and technical skills.
Working with Others	4	Skills in Working with Others are essential as learners will have to plan and carry out training plans based on the group's needs.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

Code	Unit title	1	2	3	4	5	6	7	8
DN5W34	Hairdressing: Creative Designs in Haircutting	Learners will carry out three practical assessments demonstrating their creative hairdressing ability	Learners will be able to visualise and make decisions on new creative designs, gather information, articulate, and analyse results	Learner will achieve a qualification at SCQF level 7 HE	Learners will achieve skills towards a variety of careers in the hairdressing industry	Learners will create a portfolio of their hairdressing designs		Learners will evaluate their finished designs	Learners will research current trends
DN5V34	Colour, Colour Correction and Innovative Design	Learners will carry out three practical assessments demonstrating their creative hairdressing ability	Learners will be able to visualise and make decisions on new creative designs, gather information, articulate, and analyse results	Learner will achieve a qualification at SCQF level 7 HE	Learners will achieve skills towards a variety of careers in the hairdressing industry	Learners will create a portfolio of their hairdressing designs		Learners will evaluate their finished designs	Learners will research hairdressing products and complete a written project on their findings. Learners will research current trends

Code	Unit title	1	2	3	4	5	6	7	8
A78F34	Training Skills	Learners will deliver a training session on how to carry out a hairdressing technique	Learners will interact and communicate with individuals in an organisational environment.	Learner will achieve a qualification at SCQF level 7 HE	Learners will achieve skills towards a career in hairdressing training			Learners will evaluate their training session	
DN5Y33	Long Hair Design	Learners will carry out three practical assessments demonstrating their creative hairdressing ability	Learners will be able to visualise and make decisions on new creative designs, gather information, articulate, and analyse results	Learner will achieve a qualification at SCQF level 7 HE	Learners will achieve skills towards a variety of careers in the hairdressing industry	Learners will create a portfolio of their hairdressing designs	Design and deliver a training session based on trainees needs	Learners will evaluate their finished designs	Learners will research current trends

5.2 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
DN5W 34	Hairdressing: Creative Designs in Haircutting	✓	✓			✓	✓	✓	✓	✓		
DN5V 34	Hairdressing: Colouring, Colour Correction and Innovative Design	✓	✓			✓	✓	✓	✓	✓		
DN5Y 33	Hairdressing: Long Hair Design	✓	✓			✓	✓	✓	✓	✓		
A78F 34	Training Skills	✓	✓			✓	✓	✓	✓	✓		

5.3 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
DN5W34 Hairdressing: Creative Designs in Haircutting	Written plans Research and design a collection of three looks, compile a written project of minimum 2,000 words. Open-book	Performance Consult and preform the planned cutting techniques on three models		
DN5V34 Colour, Colour Correction and Innovative Design	Case studies Closed-book Completed within two hours	Report Four weeks to research and produce report. Minimum 1,500 words	Written plans Research and design a collection of three looks, compile a written project of minimum 2,000 words. Open-book	Performance Consult and preform the planned colouring techniques on three models
A78F33 Training Skills	Written paper Open-book		Written plans Complete a training analysis, the complete a training plan	Performance Deliver a training session and evaluate it
DN5Y33 Long Hair Design	Portfolio of Evidence Open-book	Portfolio of Evidence Research and design a collection of three looks, compile a written project. Open-book	Performance Consult and preform the planned techniques on three models	

6 Guidance on approaches to delivery and assessment

Good practice can be identified through the following:

The use of the VLE and the tools within Blackboard allow our students to engage and interact with each other. The weekly mandatory discussion board is facilitated by the lecturer but the students are encouraged to discuss issues they would like to raise regarding both positive and negative areas of the course. This allows for peer support and group interaction and relations.

Synchronous delivery using Blackboard Collaborate is accessed weekly at a specified time. This allows the student interaction with their lecturer. This session allows the student to discuss assessment and courses work issues not only with the lecturer but also with the other students taking away the feeling of isolation that can be associated with on-line learning.

The learning and teaching materials within the VLE will incorporate a range different approached from interactive, reading, writing, games, formative assessments and quizzes. By using a range of approaches we hope to engage and motivate the diverse learning styles and need of our students.

The potential of fitting in visiting speakers into a VC programme may also be used to enhance the delivery.

The flexible 'roll on-roll off' enrolment means that the Units are available in as flexible a format as possible enabling a wide range of people to engage with the qualification.

Review of the frameworks and materials will happen yearly taking into consideration feedback from Course committee, Unit evaluations and students.

The group will have a designated PAT who will put milestones in place through agreed discussion with the learner allow them to contribute to the learning process. This will allow them to keep on track with their course work. On-line support pack will be utilised by the PAT if required by the student.

The hairdressing team have weekly team meeting to address any arising issues. BRAG and Learning and Teaching are part of the regular discussions.

The IV process follows college procedures. We have standardisation meetings with Perth College twice per year and one yearly with Inverness and Moray to ensure a standard approach to assessments. Our External Verifier visits have proved positive in highlighting our good practice and if there are areas for development we have addressed these immediately.

6.1 Sequencing/integration of Units

Assessment strategy

Semester 1

DN5W 34 Hairdressing Creative Designs in Haircutting

These two Units introduce the candidate to the practical design elements of portfolio compilation and research skills. They will investigate current fashion trends and design high fashion styles for today's market. Product knowledge will be expanded through research and case studies.

- 1 Closed-book case study report completed under exam conditions at college and submitted through Turnitin.
- 2 Open-book written report on hair colouring products of 1,500 words.
- 3 Open-book, plan and design a portfolio containing three colouring techniques.
- 4 Practically demonstrate the three colouring techniques.

DN5V 34 Hairdressing: Colour, Colour Correction and Innovative Design

- 1 Open-book, plan and design a portfolio containing three cutting techniques.
- 2 Practically demonstrate the three cutting techniques.

These two Units will be delivered concurrently. The portfolio for both of these Units can combine the cutting and colouring designs together in one portfolio and this can be executed on-line using Power Point. The practical assessment for both these Units can also combine the cut and colour on one client so the candidate will only have to demonstrate on three models in total. They will be carried out in the workplace by filming the assessments in time lapse and receiving a witness testimony from the model. This evidence is stored which allows the lecturer to watch it back at a time convenient to them. Recording the date and time of the exam gives authenticity. These can also be carried out in college within one day if there is an available qualified assessor.

Semester 2

A78F 34 Training Skills

This Unit introduces the candidate to developing a training plan based on trainees' needs. They will carry out a training session and evaluate their performance.

- 1 Open-book, written paper on designing a training session.
- 2 Develop, carry out and evaluate a training session.

DN5Y33 Long Hair Design

This Unit introduces the candidate to researching long hair styles current in today's fashion industry. They will practically demonstrate their new techniques.

- 1 Open-book, plan and design a portfolio containing three long hair techniques.
- 2 Practically demonstrate the three long hair techniques.

The practical training session and long hair demonstrations will be carried out in the workplace by filming the assessments in time lapse and receiving a witness testimony from the model. This evidence is stored which allows the lecturer to watch it back at a time convenient to them. Recording the date and time of the exam gives authenticity. These can also be carried out in college within half a day if there is an available qualified assessor. Students can combine the Units by carrying out a long hair model as part of their Training skills demonstration.

Units can be supported by a networked Blackboard based set of learning, teaching and assessment materials.

A PDA Handbook with assessment strategy is available within the students VLE.

The assessment conditions/ schedules will be agreed in the first instance by the course team.

Summative assessment procedures are clearly stated in the SQA Unit specifications and ensure a fair, valid and reliable approach. Formative assessments will be determined by the delivering lecturer. Re-assessment procedures are in line with SQA and UHI Assessment Regulations.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

This qualification is not designed to articulate with a particular degree programme.

6.2.2 Professional recognition

This qualification does not attract professional recognition.

6.3 Support materials

A list of existing ASPs is available to view on SQA's website.

6.5 Resource requirements

All teaching materials are available for all students to access on the VLE.

Core Reading books and DVDs are available on-line and hardback are accessed through the UHI library.

Essential Texts

Christine Talbot — *Studying at a Distance*, 4th ed
Stella Cottrell — *Study Skills*, 4th ed

Recommended Texts

Amanda Hayes — *Teaching Adults*
Peter Levin — *Write Great Essays*
Hairdressers Journal — published monthly
Patrick Cameron — *Long Hair Design* variety of books and DVDs available.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ candidates may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This Professional Development Award in Innovations in Hair Design at SCQF level 7 is designed for people who want to gain a recognised qualification in innovative hair design. It focuses on the practical, artistic nature of hairdressing by allowing the research and design elements of your personality to grow as this is expected in industry to keep abreast of current trends. This PDA also develops academic writing and research skills in the written/portfolio elements of the course that will assist you with the implementation of training programmes while developing your understanding of creating fashion designs.

Students must be currently employed in the hairdressing industry as this will allow opportunities to carry out and engage with the practical work needed for assessment throughout their study. They should also:

- ◆ hold either a Level 3 Hairdressing qualification (SCQF level 6) or have five years industry experience.
- ◆ have basic ICT skills
- ◆ access to a computer or mobile device with Broadband
- ◆ access to a local college/assessment centre

The PDA has been designed to be delivered on line to allow you to continue to work while you up-skill. Completion of the PDA will enhance your employability as a technical representative with a manufacturing company; supervisory capacity within a salon; management within a salon; training and assessing within education and training establishments or further progression within education.