



National Unit Specification: general information

UNIT Current Techniques in Long Hair: Basic (SCQF level 5)

CODE F4CB 11

SUMMARY

The focus of this Unit is practical. The candidate will develop skills in research, planning, preparation and styling techniques which will enable them to produce three current long hair styles, and cultivate an understanding of influencing factors, skills in communication and the importance of giving advice and guidance. This Unit is suitable for those with little or no skills in styling long hair.

OUTCOMES

- 1 Research a variety of current long hair looks, outlining the products, tools, equipment and techniques used to create them.
- 2 Establish client requirements prior to service taking into account the influencing factors.
- 3 Plan, prepare and style hair into current long hair looks.

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:

F0FA 10 *Cosmetology: Hairdressing — Practical Skills*

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.*

Administrative Information

Superclass: HL

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National Unit Specification: general information (cont)

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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

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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

Research a variety of current long hair looks outlining the products, tools, equipment and styling techniques used to create them.

Performance Criteria

- (a) Identify a variety of current long hair styles.
- (b) Identify and explain how products tools and equipment can be used for preparation.
- (c) Identify and explain how products, tools, equipment and ornamentation can be used in styling.

OUTCOME 2

Establish clients' requirements prior to the service taking account of the influencing factors.

Performance Criteria

- (a) Communicate effectively with client.
- (b) Establish client requirements in relation to finished style taking account of influencing factors.
- (c) Agree finished look with client.

OUTCOME 3

Plan, prepare and style hair into current long hair looks.

Performance Criteria

- (a) Prepare hair in accordance with salon procedures.
- (b) Ensure finished style takes account of influencing factors.
- (c) Select and effectively use products, tools, and techniques to achieve the desired look.
- (d) Select and effectively use ornamentation and equipment to compliment and assist in achieving the desired look.
- (e) Ensure Health and Safety regulations are adhered to at all times.
- (f) Ensure finished look is achieved to the satisfaction of the client.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcome 1 — Written and/or oral evidence

Assessment evidence for this Outcome will require the candidate to produce a folio in which they demonstrate knowledge and understanding of three current long hair looks: two up styles and one combination incorporating the following:

- ◆ identify three suitable products used for preparation of styling long hair
- ◆ give a brief summary of how each product is used
- ◆ identify three tools and equipment used in the preparation and styling of long hair
- ◆ identify three examples of styling techniques suitable for current long hair looks
- ◆ give two examples of different types of ornamentation suitable for current long hair looks

Outcome 2 — Performance evidence and written and/or oral evidence

Assessment evidence for this Outcome will require the candidate to be observed performing a minimum of three consultations on a client using the following skills where appropriate to the situation:

- ◆ use clear speech
- ◆ establish client requirements using effective questioning techniques
- ◆ identify influencing factors:
 - head/face shape
 - hair: length; texture/density
 - growth patterns
 - movement
- ◆ use images where appropriate to establish a clear understanding of the finished look required

Outcome 3 — Performance evidence

Assessment evidence for this Outcome will require the candidate to be observed performing a minimum of three long hair looks: two up; and one combination; demonstrating the effective use of products, tools, equipment and styling techniques which reflect current trends, and on a minimum of one occasion incorporate the use of ornamentation. An observation checklist should be used during practical assessment to record the following:

- ◆ Preparation of client: gowning protection; positioning
- ◆ Hair: up; combination
- ◆ Products: current styling and finishing
- ◆ Tools: combs; brushes; fingers
- ◆ Equipment: current thermal aids

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

This is an optional Unit within the National Certificate Group Award in Hairdressing at SCQF level 5 but may also be taken as a free-standing Unit.

The candidate should gain an understanding of current long hair styles through research using hair and beauty journals fashion magazines and the use of a multi media and IT sources which will provide valuable information on trends and fashions.

The candidate should observe a series of demonstrations after which they should be encouraged to experiment with a range of products tools ornamentation and styling techniques to create individual looks and to further extend their knowledge and understanding of their purpose and use.

The candidate should be encouraged to use effective communication at all times and cultivate the ability to plan and perform.

Safe and hygienic practices should be reinforced at all times throughout this Unit. The regulations which cover technical hairdressing sources are:

- ◆ The Health and Safety at Work 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 LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit is essentially candidate-centred with skills and knowledge acquired through a range of practical situations and research via a variety of mediums.

The candidate will develop experience through practice on a range of clients hair lengths: shoulder length, and below, varying hair textures, density, and movement, enabling them to gain competence in performing a variety of current long hair looks. The candidate will be able to develop their confidence when working on clients and demonstrate the use of underpinning knowledge gained through research.

National Unit Specification: support notes (cont)

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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 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* and *Working with Others*.

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)*.

An integrated assessment approach should be adopted which enables knowledge and understanding developed in Outcomes one and two to be combined through written evidence generated, with Outcome 3, or with other Units.

The practical assessment for Outcomes 2 and 3 may be combined in the same assessment tasks. For Outcome 2, a checklist for observation of communication skills should include the following points:

- ◆ demonstrates effective communication skills: clear speech, listening, questioning
- ◆ uses language appropriate to the situation
- ◆ provide advice and guidance taking account of client contributions

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 movement, length, head and face shape
- ◆ select appropriate products, tools and equipment for desired look
- ◆ select styling technique and use effectively to achieve the desired look
- ◆ use ornamentation effectively to compliment the desired look
- ◆ observe health and safety procedures at all times
- ◆ achieve the agreed look to the satisfaction of the client

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).