National Unit Specification: general information

UNIT Styling for a Total Look (SCQF level 6)

CODE F78W 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 identify a chosen media and develop skills in research which will enable them to produce a story board and a design plan to create the total look selected. Candidates will have an opportunity to develop new skills and/or use existing skills.

This Unit will encourage candidates, build confidence and develop transferable skills.

This Unit is suitable for those who have prior knowledge of hairdressing, beauty or make-up.

OUTCOMES

1 Research a chosen media and produce a style board.
2 Produce a design plan to create styling for a total look.
3 Prepare, perform and present the total look on a model.
4 Evaluate own performance in relation to the planning and production of the total look.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. This Unit will offer progression for candidates who have successfully completed the

♦ NCGA Hairdressing (level 5)
♦ NCGA Beauty and Make-Up (level 5)
♦ Skills for Work Hairdressing (Intermediate 2)

Administrative Information

Superclass: HL

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Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit(s) 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

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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 chosen media and produce a style board.

Performance Criteria

a) Identify chosen media to be researched.
b) Research chosen media from a variety of sources.
c) Produce a style board which incorporates and combines a range of textures and colours and images of hairstyles, make-up and clothing required to achieve the total look.

OUTCOME 2

Produce a design plan to create styling for a total look.

Performance Criteria

(a) Produce a draft plan which includes all preparatory steps.
(b) Seek feedback on draft plan.
(c) Produce a design plan of the image.
(d) Identify skills and resources required to create styling for the total look.
(e) Finalise plan taking account of feedback.

OUTCOME 3

Prepare, perform and present the total look on a model.

Performance Criteria

(a) Prepare all necessary resources.
(b) Carry out hairstyling techniques to achieve the planned hairstyle.
(c) Carry out make up to reflect the total look.
(d) Style model in chosen clothing.
(e) Present a completed image which reflects the total look identified in the style board.
(f) Comply with relevant health and safety requirements.
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National Unit Specification: statement of standards (cont)

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OUTCOME 4

Evaluate own performance in relation to the planning and production of the total look.

Performance Criteria

a) Identify own strengths and weaknesses in relation to the planning and creating the total look.
b) Gather feedback from teacher/lecturer.
c) Identify areas where performance could have been improved.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence and product evidence which covers all the outcomes and performance evidence is required for this Unit.

Candidates will undertake an assignment which will allow them to produce the following evidence:

Product Evidence

Outcome 1   Style board

Candidates will be required to select and research **one** of the following specified media: **fashion, theatre or TV/film.** Then produce a style board, in open-book conditions, which incorporates and combines a range of textures and colours and images of hairstyles, make-up and clothing required to achieve the total look.

An assessor checklist must be used to support product evidence.

This outcome must be completed prior to assessment of Outcomes 2, 3 and 4.

Outcome 2   Design Plan

Candidates will be required to produce, in open-book conditions, a plan which identifies the steps, skills and resources required to prepare for and create the total look. During this process candidates will seek feedback from the teacher/lecturer before finalising their plan taking account of the feedback.

The plan will be in a format appropriate to the needs of the candidate, for example, it could be a storyboard, a written plan or a combination of both.

An assessor checklist must be used to support product evidence.

This outcome must be completed prior to assessment of Outcomes 3 and 4.

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 **one** occasion that they are able to:

♦ prepare all necessary resources
♦ comply with relevant health and safety requirements

And on a model that they are able to:

♦ perform hairstyling using appropriate techniques, tools and equipment
♦ perform make up application to create the planned total look
♦ style model in clothing to create the planned look
♦ present a completed image which reflects the total look from their chosen media — fashion, theatre or TV/film as identified in style board.

The evidence for this Outcome must be performed within a maximum of three hours and carried out on a single occasion. Photographic evidence of the completed total look must be retained.

An assessor observation checklist must be used to provide evidence of performance.

Outcome 4 **Evaluative Report**

Evidence Requirements for Outcome 4 should take the form of **an evaluative report** which will give candidates an opportunity to record their own development in the skills gained during the activities required for this Unit.

Candidates will then identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then where their performance could have been improved.

The evaluative report should be carried out when candidates have completed their practical performance.

The Assessment Support pack (ASP) provided for this Unit illustrates the standard that should be applied. It includes a style board brief for Outcome 1, a design plan brief for Outcome 2, assessor checklists for Outcomes 1 and 2, an assessor observation checklist for Outcome 3, and an evaluative report form for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Styling for a Total Look (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 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates will have an opportunity to develop new skills and/or use existing skills. They will research, plan and create a total look from a chosen media: fashion, theatre, TV/film and present it on a model. The Unit will enable candidates to take responsibility for their own performance, take feedback from others and demonstrate a creative approach which shows imagination and originality. The Unit will develop the candidate's practical skills and knowledge in a range of areas.

Key areas of knowledge in this Unit are:

♦ research skills
♦ how to produce a style board
♦ how to produce a plan
♦ salon product range — hair and make-up
♦ sources for clothing
♦ model selection
♦ 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

The requirements of the Unit should be discussed with candidates as part of the induction to the Unit. The main approach to learning and teaching should be practical and experiential.
It is important to ensure that candidates are provided with advice and guidance on what is expected of them when they are undertaking this Unit.

Candidates should also get support and feedback from the teacher/lecturer on their progress throughout.

Discussion with both peers and teacher/lecturer could take place as a means of encouragement, confidence building and focusing candidates on the task being undertaken. Discussion will help candidates to develop self evaluation skills and will encourage the expression of creativity, planning and meeting deadlines.

National Unit Specification: support notes (cont)

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In Outcome 1 candidates should identify their chosen media; fashion, theatre or TV/film and carry out research from a variety of sources, eg media, fashion magazines, books, Internet, and images. Candidates should then be asked to identify a range of items which reflect their ideas incorporating, texture and colour, images of hairstyle, make-up and clothing required to achieve the total look, eg fabrics, images, colour. Discussion with peers (this could be carried out in small groups) and the teacher/lecturer will give candidates an opportunity to express their ideas to others.

Candidates should then be given time to produce a style board to reflect the styling of the total look chosen effectively combining , texture, colour, images of hairstyle, make-up and clothing required to achieve the total look. This will be used as the assessment evidence for Outcome 1.

In Outcome 2 candidates should be given the opportunity and time to make a draft plan which details all preparatory steps required to produce the total look identified in their style board. Candidates will then seek feedback from the teacher/lecturer before finalising their plan. Candidates should reflect on their plan and practise the skills they require to create the total look. Some of these could be existing skills, whilst others may require to be developed. The identified skills should be demonstrated to the candidates before they practise them. These skills could include styling and make-up techniques. Demonstration of how clothing can enhance the total look should also be given with individual and/or groups to explore the creative possibilities. Candidates should be encouraged to display creativity and be assisted in the development of new and existing skills.

The finalised plan should include details of the total look to be produced and all skills and resources required. The plan will be in a format appropriate to the needs of the candidate, for example it could be a storyboard, a written plan or a combination of both. This will be used as assessment evidence for Outcome 2. Time should be given to practise the identified skills required to produce the styling of the total look.

In Outcome 3 of this Unit, the candidate will create and present a total look which reflects their style board on a model. Centres could use this performance in a variety of ways. It could be used as a showcase event to demonstrate to peers and employers what had been achieved. Centres should however ensure that additional pressure is not placed on candidates when arranging such events. Digital images of the practical performance must be retained.

A further advantage of the completed style board is that it would provide candidates with a visual means of demonstrating their creativity and understanding of styling to create a total look when applying for further training/employment in the their chosen industry.

In Outcome 4 candidates will evaluate their own performance and identify strengths and weaknesses in relation to their skills when planning and creating the total look. This will be achieved through self reflection and seeking feedback from the teacher/lecturer.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit, candidates will be researching, planning, creating a 'total look' and evaluating their own performance. Candidates will be encouraged to take responsibility for their own progress and this will give the opportunity to develop aspects of the Core Skill *Problem Solving*.

Candidates may use the Internet while researching their identified media; fashion, theatre or TV/film giving the opportunity to develop aspects of the Core Skill *Communication and Information Technology*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

Evidence should be gathered at appropriate points throughout the Unit. The evidence required should be gathered in sequence from Outcome 1 to Outcome 4.

Photographic evidence of practical performance must be retained.

The Assessment Support pack (ASP) provided for this Unit illustrates the standard that should be applied. It includes a style board brief for Outcome 1, a design plan brief for Outcome 2, assessor checklists for Outcomes 1 and 2, an assessor observation checklist for Outcome 3, and an evaluative report form for Outcome 4. 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**.