



National Unit Specification: general information

UNIT Hair, Beauty and Make-up: Competition: Technical Skills (SCQF level 5)

CODE F4BV 11

SUMMARY

The focus of this Unit is practical. It is designed to help candidates to develop the required skills and knowledge which will allow them to research, design and compete in a specified competition. Evaluate the planning process, review and reflect on the completed competition image, to support future development. This Unit is suitable for candidates who have experience in carrying out practical skills

OUTCOMES

- 1 Research and design a competition image.
- 2 Perform the image under competition conditions.
- 3 Review and evaluate planning and implementation.

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: A basic knowledge and/or skills of the selected subject area: Hairdressing; Beauty Care and Make-up.

CREDIT VALUE

1 credit at Intermediate 2 (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: JC

Publication date: September 2008

Source: Scottish Qualifications Authority

Version: 01

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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 and design a competition image.

Performance Criteria

- (a) The roles and responsibilities of the competitors are accurately explained in terms of competition rules.
- (b) Research and produce a design plan for the chosen competition image.

OUTCOME 2

Perform the image under competition conditions.

Performance Criteria

- (a) Follow the guidelines as stated in the competition rules.
- (b) The image is produced to reflect competition identified categories.
- (b) The image is created in the design plan.
- (c) Health and safety is adhered to throughout the process.

OUTCOME 3

Review and evaluate planning and implementation.

Performance Criteria

- (a) Evaluate the planning process.
- (b) Review and reflect on completed competition image.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcome 1, 2 and 3 — Performance evidence supported by written and/or oral evidence

The candidate must compile a folio which must include:

- ◆ competition rules
- ◆ research for design plan to reflect the chosen image and category
- ◆ produce design plan to reflect the chosen competition image
- ◆ resources required to achieve the chosen competition image
- ◆ evidence of entry to competition — digital images, video, observation checklist, college certificate, competition organisation certificate
- ◆ evaluation of the planning process for the competition
- ◆ review and reflect the completed chosen competition image

The candidate must take part in an internal/external competition where rules have been produced by the organisation. The evidence will be gathered at appropriate times throughout the Unit.

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

The Unit is optional Unit within the National Certificate Group Award in Hairdressing at SCQF level 5 and Beauty Care and Make-up at SCQF level 5 but can also be taken as a free-standing Unit. The focus of this Unit is practical. It is designed to help candidates to develop the required skills and knowledge which will allow them to research, design and compete in a specified competition. Evaluate the planning process, review and reflect on the completed competition image, to support future development. This Unit is suitable for candidates who have experience in a practical skills area.

Outcome 1

An understanding and identification of competitors' roles and responsibilities in relation to the competition rules and identified category:

- ◆ completion of the required paperwork
- ◆ knowledge of timescales
- ◆ use or restricted use of tools, equipment, materials, products and aids

Identify and source all necessary resources which are required.

Researching and producing a design plan.

Outcome 2

Identify and source all necessary resources which are required.

Researching and producing a design plan.

The image is created as identified in the design plan and performed under competition conditions with adherence to the rules, timescales, use of tools, equipment, materials, products and aids. Health and safety reinforced throughout this Unit in relation to self/model, equipment and venue following current legislation.

Outcome 3

An accurate evaluation of the planning process and design plan against the competition performance is essential to determine if the plan has been achieved and to set future targets for improvement.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Discussion of competition rules and each individual's roles and responsibilities are identified and clarified. The motivational benefits and development of knowledge and skills gained in preparing for and entering competitions is explored and recognised through group discussion.

Reference to past competitions as a guide, and specific examples of competition images will support candidate understanding.

The use of videos, film and magazines would be useful learning resources. Major manufacturers and companies would be a useful reference for candidates when researching the chosen competition image.

The importance of planning and identifying all required resources and practising competition image should be stressed as a key aspect of candidate realising their full potential.

Recorded playback of the candidate working in a competition situation or review of digital images of competition entry could be used to offer opportunities for self-appraisal.

However, the candidate should be encouraged to evaluate throughout the planning process as well as after competing to support future development and recognition of knowledge and skills achieved.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are opportunities to gather evidence towards for Core Skills in *Communication* and *Problem Solving*, although there will be no automatic certification of Core Skills.

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)*.

National Unit Specification: support notes (cont)

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It is recommended that assessment is integrated and evidenced as a project. This portfolio should include:

- ◆ competition rules and categories
- ◆ resource list
- ◆ design plan
- ◆ evidence of entry to competition: digital images; video; observation checklist; judging score card; college certificate
- ◆ evaluation report which may be written or recorded oral

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).