



National Unit Specification: general information

UNIT Applying Practical Skills (SCQF level 5)

CODE F4BY 11

SUMMARY

This Unit is aimed at providing candidates with an opportunity to apply their practical skills through practical activity. Candidates will identify their practical strengths and weaknesses, plan, carry out, review and evaluate their activity taking account of feedback from others. On completion of the Unit candidates will have used a practical activity to improve their practical skills and to set future goals for improvement.

This Unit is suitable for candidates who have experience in carrying out practical skills.

OUTCOMES

- 1 Produce a plan for an activity to improve identified practical skills.
- 2 Carry out the identified activity.
- 3 Review and evaluate own practical skills.

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: two or more of the practical Units from:

- ◆ National Certificate Group Award in Hairdressing (SCQF level 5)
- ◆ National Certificate Group Award in Beauty Care and Make-up (SCQF level 5)
- ◆ NCGA in another vocational skill areas

Administrative Information

Superclass: HC

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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.*

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

Produce a plan for an activity to improve identified practical skills.

Performance Criteria

- (a) Identify own strengths and weaknesses in practical skills.
- (b) Identify practical skills for improvement.
- (c) Identify an activity which will incorporate the specified practical skills.
- (d) Plan the steps required to complete the activity.
- (e) Plan the timescale required to complete the activity.

OUTCOME 2

Carry out the identified activity.

Performance Criteria

- (a) Prepare the resources required for the activity.
- (b) Prepare the work area for the activity.
- (c) Carry out the activity according to the plan.
- (d) Comply with Health and Safety regulations throughout.

OUTCOME 3

Review and evaluate own practical skills.

Performance Criteria

- (a) Review own strengths, weaknesses and goals in identified practical skills.
- (b) Obtain feedback on identified practical skills.
- (c) Evaluate improvement in identified practical skills.
- (d) Identify areas for future improvement and set relevant future goals.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral evidence and performance evidence that cover all the Outcomes and Performance Criteria are required for this Unit.

Outcome 1 — Written and/or oral evidence

Candidates will produce a plan which will be used to identify and, through practical application, enhance practical skills. The plan must include:

- ◆ identification of the candidates own strengths and weaknesses in practical skills following discussion with the assessor
- ◆ a minimum of two practical skills which have been identified as requiring improvement
- ◆ a practical activity which will incorporate all of the specified practical skills for improvement
- ◆ a minimum of five steps required in order to complete the activity
- ◆ an appropriate timescale for completion of the activity

The evidence will be gathered in an individual folio under open-book conditions. The plan should be produced early on in the Unit, prior to the activity being carried out.

Outcome 2 — Performance evidence

Candidates will carry out a practical activity which clearly demonstrates application of the practical skills identified. The activity must include:

- ◆ preparation of resources for the activity
- ◆ preparation of the work area for the activity
- ◆ each of the identified practical skills as detailed in the plan

Candidates must comply with health and safety regulation throughout the practical activity. An assessor observation checklist must be used to record candidate performance.

Outcome 3 — Written and/or oral evidence

On completion of the specified practical activity the candidate will review and evaluate their identified practical skills which they carried out through the practical activity. The review will record:

- ◆ the candidates own strengths, weaknesses and goals in the identified practical skills

It should also include:

- ◆ feedback from assessor
- ◆ an evaluate of practical skills improved on completion of activity
- ◆ identify areas for improvement
- ◆ set relevant future goals

National Unit Specification: statement of standards (cont)

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Candidate may conduct their review and evaluation unsupervised, referring to any notes. Evidence should be gathered towards the end of the Unit, on completion of the practical activity. The activity should take place in a realistic work environment.

An Assessment Support Pack has been produced for this Unit. This pack includes a sample of activity plans, a template for the plan, candidate review sheets and an observation checklist. Centres wishing to produce their own instruments of assessment should refer to the Assessment Support Pack to ensure that they are of a comparable standard.

National Unit Specification: support notes

UNIT Applying Practical Skills (SCQF level 5)

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 Unit is mandatory in the National Certificate in Hairdressing (SCQF level 5) and Beauty Care and Make-up (SCQF level 5) but can also be taken as a free-standing Unit.

This Unit is aimed at helping candidates to develop skills which will allow them to identify their strengths and weaknesses in their practical work. They will plan, participate and evaluate a practical activity which will further develop identified practical skills. This should be carried out in a realistic work environment.

It is important that candidates are supported by their teacher/lecturer when aiming to improve their identified skills

Safe and hygienic practices should be reinforced throughout this Unit in relation to self, client, equipment and workplace.

The current regulations that cover technical services are:

- ◆ The Health and Safety at Work etc Act
- ◆ The Workplace (Health, Safety and Welfare) Regulations
- ◆ The manual Handling Operations Regulations
- ◆ The Personal Protective Equipment at Work Regulations
- ◆ The Provision and Use of Work Equipment Regulations
- ◆ The Control of Substances Hazardous to Health Regulations (COSHH)
- ◆ The Electricity at Work Regulations
- ◆ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations

In particular the candidate should be aware of his/her responsibility relating to hand held electrical appliances and COSHH concerning the use of any chemicals.

In order to facilitate the improvement of candidates practical skills, this Unit should be taken after candidates have completed two or more practical skills Units within the National Certificate in Hairdressing (SCQF level 5), Beauty and Make-up (SCQF level 5) or an NCGA (SCQF level 5) in any vocational skills areas.

It would be useful for the teacher/lecturer to support group discussion to aid the candidate to develop self evaluation on the practical skills areas they have studied. The lecturer will support the candidate to plan an appropriate practical activity to meet the needs identified.

There are links to the National Occupational Standards where a realistic work environment is used to carry out the specified practical activity.

National Unit Specification: support notes (cont)

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Topics which could be covered are:

- ◆ Hairdressing — blow drying; setting; shampooing; application of colour; use of timescales
- ◆ Beauty Care and Make-up — manicure; make-up application; cleansing routine; use of timescales

Other vocational areas:

- ◆ similar types of practical skills

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Group discussion could be used to allow the candidate to liaise with others and receive and give feedback on practical skills.

This Unit should be delivered in a realistic work environment, with the candidate practicing under supervision.

A demonstration by the teacher/lecturer of the skills identified for improvement would support candidate learning.

The identification process should be delivered early in the Unit to allow the candidate the means to identify their skills areas for improvement. The teacher/lecturer should support the candidate in the selection of a practical activity to allow improvement of identified skills.

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)*.

The order which the assessments should be taken is — identifying, planning including identification of the practical skills, carry out plan, review and evaluate.

National Unit Specification: support notes (cont)

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However, it is important that the identification of the practical skills to be improved is done early in the Unit.

The evidence for Outcome 1 and 3 should be in the form of a folio and should include the identification of strengths and weaknesses, the plan of the practical activity, feedback from others including the assessor, self evaluation on completion of the activity, identification of areas for improvement and relevant future goals. Outcome 2 will be assessed by performance evidence through an assessor observation checklist in a realistic work environment.

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).