



National Unit specification: general information

Unit title: Creative Styling (SCQF level 6)

Unit code: H2MS 12

Superclass: HL

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Summary

This Unit develops knowledge of current and emerging fashion trends with hairstyling. Learners will develop their creative skills and gain awareness of styling. Through research and exploring collections, learners will develop knowledge, build their confidence and develop and broaden their capabilities within the hairdressing industry.

This is a mandatory Unit within the National Progression Award in Creative Hairdressing at SCQF level 6, but is also available as a free-standing Unit.

Outcomes

- 1 Research emerging trends in styling.
- 2 Create, practise and review designs to reflect emerging trends.
- 3 Identify, perform and evaluate the final designs.

Recommended entry

While entry is at the discretion of the centre, it is recommended that learners have previously achieved one of the following, or have relevant industrial experience:

- D05H 11 *Setting and Finishing Hair*
- F4CB 11 *Current Techniques in Long Hair: Basic*
- F4C6 11 *Postiche Applications and Styling: An Introduction*

Please note: for legislative reasons, this Unit is only available to post-16 learners.

General information (cont)

Unit title: Creative Styling (SCQF level 6)

Credit points and level

1 National Unit credit 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 components in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in the support notes of this Unit specification.

National Unit specification: statement of standards

Unit title: Creative Styling (SCQF level 6)

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 emerging trends in styling.

Performance Criteria

- (a) Gather information on styling.
- (b) Explore the inspirational factors that link hair trends and collections.
- (c) Identify the benefits of using padding and postiche when styling the hair.
- (d) Identify current and emerging accessories/ormentation available.
- (e) Produce a bibliography of evidence.

Outcome 2

Create practise and review designs to reflect emerging trends.

Performance Criteria

- (a) Create design plans for a range of images.
- (b) Practice the skills required to create images.
- (c) Identify final designs to reflect emerging trends.
- (d) Produce a logbook to reflect the practice of the images.

Outcome 3

Identify, perform and evaluate the final designs.

Performance Criteria

- (a) Identify and select the required equipment and resources to implement the designs.
- (b) Produce each design with the aid of photographic images.
- (c) Evaluate the effectiveness of each design.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that learners meet the requirements of all Outcomes and Performance Criteria.

Outcome 1: Written and/or oral and product evidence

Evidence for this Outcome is a product based in the form of a portfolio of evidence using written and pictorial evidence.

Learners must supply evidence of research, identifying current trends in hairstyling, hair collections and hair designers and consider factors which connect the styles relevant to the current season.

Thereafter learners should produce visual images to support their evidence.

Learners should also investigate the use of different types of postiche within the hairstyling and also the benefit of using padding when required to benefit the hair.

Current accessories/ornamentation should be discussed /considered to enhance the image.

For this Outcome, candidates must produce a portfolio containing a bibliography to support evidence.

Outcome 2: Written and/or oral and product evidence

Evidence for this Outcome is a product based in the form of a portfolio of evidence using written or pictorial evidence.

Learners should produce a brief design of the practical images for their collection stored within the portfolio.

A logbook should be produced to record all evidence. This logbook should detail:

- ◆ All formative information of the practises of the images
- ◆ Strengths and weakness of skills should be indentified
- ◆ All resources used for each style eg tools/equipment/products/padding/postiche
- ◆ Any information of any changes made to the initial design
- ◆ All information should be detailed and recorded within the logbook

The collection of images must cover:

- ◆ Short hair
- ◆ Medium length hair
- ◆ Long Hair

The use of padding, postiche and ornamentation should be demonstrated.

On completion the logbook should be stored within the Portfolio.

National Unit specification: statement of standards (cont)

Unit title: Creative Styling (SCQF level 6)

Outcome 3: Performance and product evidence

Evidence for this Outcome is based on learners' performance and finished product in completing the practical activities on a minimum of three clients.

The practical activity should be carried out under supervised conditions. An observation checklist should be used to support product evidence.

Learners will be required to practically demonstrate, on a minimum of three occasions on different clients, that they are able to produce a collection of emerging images to cover:

- ◆ short hair
- ◆ medium length hair
- ◆ long Hair
- ◆ the use of padding, postiche and ornamentation

Clear photographic/Digital evidence (minimum size 8 x 10) should be supplied for each image; on completion the photographic evidence should be stored within the portfolio. Different models should be used for each image.

Evidence may be digital or paperbased.

After each assessment, learners should evaluate the effectiveness of each design.

All evidence for Outcomes 2 and 3 will also be stored in the portfolio.

The Outcomes can be assessed individually and/or holistically.

National Unit specification: support notes

Unit title: Creative Styling (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

This is a mandatory Unit within the National Progression Award in Creative Hairdressing at SCQF level 6, but is also available as a free-standing Unit. Please note: for legislative reasons, this Unit is only available to post-16 learners.

The aim of this Unit is to enable learners to develop an insight into current and emerging fashion trends with hairstyling.

An emphasis has been placed on the research and investigation of hair collections and trends. Allowing learners time to explore current styles and hair collections will inspire creativity and encourage personal ideas when developing their emerging collection of hairstyles. Learners should also investigate the use of a variety of postiche within the hairstyling and also the benefit of using padding when required to benefit the hairstyle. Accessories/ornamentation should also be considered with regards to enhancing the image.

Through demonstrations and practise, learners will increase their ability and broaden their personal knowledge of hair images. Formative practise should take place to encourage the skills development and creativity should be supported. A log should be maintained to record the progress of each image, using photographic images to enhance the presentation. After each assessment, learners should evaluate the effectiveness of each design.

Feedback and encouragement should be given to learners to help develop and focus on building their creativity and confidence.

Guidance on learning and teaching approaches for this Unit

Ideally, an induction to the Unit should be provided which allows learners to understand fully what is expected of them.

In this Unit, learners will be researching, compiling a portfolio of evidence, designing a range of images, undertaking formative practise and recording a logbook before carrying out the practical images with the use of photography.

- ◆ Learners should be encouraged to research current fashion seasons and consider current hair trends and collections relevant to the current season
- ◆ Discussions should take place regarding the importance of preparation of hair before the styling process
- ◆ Demonstration and practice can be used on mannequin heads
- ◆ Demonstration should be carried out to show back brushing, back combing, smoothing working with the grain of the hair and balance within the hairstyle

National Unit specification: support notes (cont)

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- ◆ Discussions on critical factors within the hairstyling
- ◆ Discussions on personalising the hair style to maintain the client's image
- ◆ Demonstrations should be carried out to show the application of different types of postiche and also the use of padding within the hairstyles
- ◆ Demonstrations of short, medium and long hairstyles and also current fashion styles should be carried out
- ◆ Learners should have the opportunity to learn and develop practical skills in a salon environment where they will experience a realistic workplace environment and are able to learn and work with others
- ◆ A selection of different models should be used for each image. Models may have short hair and use postiche for length
- ◆ Positive feedback and encouragement will be given to learners to help develop and focus on building their creativity and confidence

The main approach to learning and teaching should be research, demonstration, formative practise and evaluation.

An emphasis has been placed on the research and investigation of current fashion seasons, hair trends and collections. This will allow learners time to explore current styles and hair collections which will inspire creativity and encourage personal ideas when developing their emerging collection of hairstyles. Learners will also investigate the use of a variety of postiche within hairstyling and the benefit of using padding when required. Current accessories and ornamentation should be considered to enhance the image.

Feedback and encouragement will be given to learners to help develop and focus on building their creativity and confidence.

This Unit can be delivered through an integrated approach with the Unit *Total Imagery for Hairdressing, Beauty and Make-up*.

Guidance on approaches to assessment for this Unit

Outcome 1: Research emerging trends in styling

Learners must supply evidence of research, identifying current trends in hairstyling, looking at collections of short/medium and long hair design and considering factors which connect the images. Learners should produce a visual image to identify current trends in short/medium and long hair collections to support the written evidence. Learners should also investigate the use of a variety of postiche within the hairstyling and also the benefit of using padding to benefit the hairstyle. Information should be supplied regarding current accessories/ornamentation. Learners will be required to produce a portfolio with a combination of written/pictorial evidence for all research work. Learners must complete a folio of evidence supported by a bibliography.

National Unit specification: support notes (cont)

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Outcome 2: Create, practise and review designs to reflect current trends

Once learners have a clear idea of how they want to create their hair collection, a design plan should be created for each image. Within the design plan, visual images should be produced to reflect the images. A logbook of formative practise should clearly be recorded for each image. This should include all information of practise of the images, all resources used for each style/tools/equipment/products/padding/postiche. Any adjustments to the initial style should also be added, strengths and weaknesses of skills should be identified, and any critical influencing factors discussed.

Outcome 3: Identify, perform and evaluate the final designs

Practical activity should be carried out under supervised conditions. An observation checklist should be used to support product evidence. Feedback and encouragement should be given to learners to help develop and focus on building their creativity and confidence. Photographic/Digital images of the final image should be a minimum size 8 x 10 presented in the portfolio of evidence. Learners must complete a bibliography of evidence.

Candidates will be required to demonstrate by practical activity a minimum of three occasions on different clients that they are able to produce a collection of emerging images to cover:

- ◆ short hair
- ◆ medium length hair
- ◆ long Hair

The use of padding, postiche and ornamentation should be demonstrated.

Clear photographic evidence should be supplied for each Digital image a minimum size 8 x 10, on completion the photographic evidence should be stored within the Portfolio.

After each assessment, learners should evaluate the effectiveness of each design.

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 learner 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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Opportunities for developing Core Skills

This Unit may provide opportunities to develop Core Skills through practical activity.

Learners will be working within groups, offering opportunities to develop the Core Skill of *Working with Others*.

Learners will be conducting research and developing design plans from instruction offering opportunities to develop *ICT, Communication, Numeracy* and *Problem Solving* skills.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners 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

History of changes to Unit

Version	Description of change	Date
02	To clarify the context and content of the Unit.	10/05/2013

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