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# National 5 Skills for Work Hairdressing Course Specification (C252 75)

**Valid from August 2013**

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

## Course outline

**Course title:** National 5 Skills for Work Hairdressing

**SCQF credit points:** (24 SCQF credit points)

**Course code:** C252 75

### Mandatory units

The course comprises the following mandatory units:

J138 75	<i>Hairdressing: Working in a Salon Environment</i> (National 5)	6 SCQF credit points
J139 75	<i>Hairdressing: Salon Skills</i> (National 5)	6 SCQF credit points
J13B 75	<i>Hairdressing: Creative Trends</i> (National 5)	6 SCQF credit points
J13A 75	<i>Hairdressing: An Introduction to Colour</i> (National 5)	6 SCQF credit points
or		
J13M 75	<i>Hairdressing: Introduction to Colouring Processes</i> (National 5)	6 SCQF credit points

Please note that the responsibility is with the centre to fully comply with the EU Directive relating to the use of colour chemicals and be aware of the Pre-16 Restrictions set out by the Sector Skills Body, HABIA, (European Directive Pre-16 Restrictions).

### Recommended entry

Entry is at the discretion of the centre.

### Progression

This course or its components may provide progression to:

- ◆ Scottish Vocational Qualifications (SVQs) in Hairdressing
- ◆ further study, employment and/or training

### Core Skills

Achievement of this course gives automatic certification of the following Core Skills components:

Core Skill components	Working Co-operatively with Others at SCQF level 4 Critical Thinking at SCQF level 4
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There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this course specification.

### Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

Aspects of the NOS from Hairdressing levels 1 and 2 have been incorporated into this course. As a result, the competence, knowledge and understanding achieved by learners broadly reflect these standards.

The units of the course have been linked to elements of the following:

- ◆ level 1: Assist with salon reception duties
- ◆ level 1: Contribute to the development of effective working relationships
- ◆ level 1: Shampoo and condition hair
- ◆ level 1: Prepare for hairdressing services and maintain work areas
- ◆ level 1: Assist with colouring services
- ◆ levels 1 and 2 Ensure your own actions reduce risks to health and safety
- ◆ level 2: Give clients a positive impression of yourself and your organisation
- ◆ level 2: Shampoo and condition hair and scalp
- ◆ level 2: Develop and maintain your effectiveness at work
- ◆ level 2: Style, dress and finish hair using basic techniques
- ◆ level 2: Change hair colour using basic techniques
- ◆ level 2: Fulfil salon reception duties

In this course, the areas where the above standards are reflected are:

- ◆ knowledge of, and adherence to, health and safety procedures
- ◆ dealing with working areas, products and equipment
- ◆ supporting customers/others in hairdressing activities
- ◆ establishing effective relationships with clients/others
- ◆ developing basic practical skills
- ◆ reviewing own skills and abilities and setting targets for improvement

Further details are provided in the 'Rationale' section.

## **Equality and inclusion**

This course arrangements specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Common rationale for Skills for Work courses

Skills for Work courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for Learning, Skills for Life and Skills for Work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

### Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

### Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

## Core Skills

### The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

## Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care, etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge

Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

# Course rationale for National 5 Skills for Work Hairdressing

All new and revised National courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

This National 5 Skills for Work Hairdressing course has been designed to provide a hairdressing qualification which reflects the skills required by the hairdressing industry. The course will enable learners to develop general and practical skills, knowledge and understanding, together with the employability skills and attitudes needed to work within this industry.

It is anticipated that the course will build on existing partnerships between schools, Further Education colleges, employers and other training providers. Such partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise.

The course has been designed to meet the needs of the hairdressing industry and will offer an entry level qualification for those who have identified hairdressing as a possible career path. The knowledge and experiences acquired by learners will not only enable learners to work within the hairdressing sector but will also develop skills which are transferable to other employment areas and will in general enhance learners' employability skills.

The general aims of the course are to:

- ◆ provide learners with a broad introduction to the hairdressing industry
- ◆ allow learners to experience vocationally related learning
- ◆ encourage learners to develop a good work ethic
- ◆ encourage learners to take responsibility for their own learning and development
- ◆ encourage learners to develop their creativity
- ◆ provide opportunities to develop a range of Core Skills
- ◆ provide opportunities to develop transferable skills
- ◆ facilitate progression to further education and/or training

The specific aims of the course in hairdressing are to:

- ◆ prepare learners for work within the hairdressing industry
- ◆ develop hairdressing skills
- ◆ develop good working practice
- ◆ develop an understanding of relevant health and safety issues
- ◆ develop self-presentation skills
- ◆ develop a positive and responsible attitude to work

- ◆ develop communication and customer care skills
- ◆ develop organisational, interpersonal and teamwork skills
- ◆ encourage skills in setting personal goals, reviewing and evaluating
- ◆ encourage creativity
- ◆ develop specific and generic employability skills
- ◆ build learners' confidence
- ◆ prepare learners for further learning opportunities, study and training opportunities in hairdressing

Hairdressing is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Certificates (HNCs). This course fills an identified need for a course which is suitable for school learners, meets the needs of industry, provides a progression route from National 4, provides flexibility of choice for learners, reflects National Occupational Standards and will help learners to maximise their own potential.

The National 5 Skills for Work Hairdressing course may therefore provide a variety of progression opportunities. These include:

- ◆ Scottish Vocational Qualifications (SVQs) in Hairdressing
- ◆ further education
- ◆ training/employment

## **Purposes and aims of the course**

The general aims of the course are to:

- ◆ provide learners with a broad introduction to the hairdressing industry
- ◆ allow learners to experience vocationally related learning
- ◆ encourage learners to develop a good work ethic
- ◆ encourage learners to take responsibility for their own learning and development
- ◆ encourage learners to develop their creativity
- ◆ provide opportunities to develop a range of Core Skills
- ◆ provide opportunities to develop transferable skills
- ◆ facilitate progression to further education and/or training

The specific aims of the course in hairdressing are to:

- ◆ prepare learners for work within the hairdressing industry
- ◆ develop hairdressing skills
- ◆ develop good working practice
- ◆ develop an understanding of relevant health and safety issues
- ◆ develop self-presentation skills
- ◆ develop a positive and responsible attitude to work
- ◆ develop communication and customer care skills
- ◆ develop organisational, interpersonal and teamwork skills
- ◆ encourage skills in setting personal goals, reviewing and evaluating
- ◆ encourage creativity
- ◆ develop specific and generic employability skills
- ◆ build learners' confidence
- ◆ prepare learners for further learning opportunities, study and training opportunities in hairdressing

## **Information about typical learners who might do the course**

The target group for this course is school learners in S3 and above. It is anticipated that the National 5 Skills for Work Hairdressing course will give flexibility of choice for learners. The course offers progression for learners who have successfully completed the National 4 Skills for Work Hairdressing course but has also been designed to allow suitable learners to enter at this level.

This course may also be suitable for adults returning to a further education environment as a first step into vocational related learning. This course will give such learners an introduction to hairdressing, build confidence and give the opportunity to develop a range of transferable employability and Core Skills.



# Course structure and conditions of award

## Summary of course content

The course provides a broad, experiential introduction to hairdressing. The focus is on experiencing the salon environment and on the development of vocational skills, knowledge and understanding. Practical experience of general salon duties, reception skills, communication and customer care is included. Specific skills in shampooing, conditioning, basic scalp massage, drying hair and colouring hair are developed. Current fashion trends are identified from a variety of sources, with learners having the opportunity to experiment to produce an image which reflects these trends. Emphasis throughout all units is on the employability skills and attitudes which will help to prepare learners for the workplace. These are detailed in the employability skills profile in this course specification.

## Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

### ***Hairdressing: Working in a Salon Environment (National 5) (1 credit)***

Learners will develop an understanding of salon roles and responsibilities and available career paths and experience the working environment of a trainee hairdresser. They will learn about current relevant health and safety legislation, carry out risk assessment, carry out general salon duties, maintain the salon environment and develop reception skills. Learners will evaluate their own performance in employability skills and attitudes identified by employers as important in hairdressing and set goals for improvement in order to enhance their employability profile.

### ***Hairdressing: Salon Skills (National 5) (1 credit)***

Learners will learn to carry out practical tasks in customer care, as well as maintaining a safe and hygienic work area. They will also learn more specific skills in shampooing, surface conditioning, conditioning treatments, basic scalp massage, drying and finishing techniques. This will be done in a realistic context, with emphasis on developing general employability skills such as following instructions carefully, seeking feedback and using this to improve skills. Learners will also have the opportunity to review their own performance and identify areas for improvement in specified employability skills.

### ***Hairdressing: Introduction to Colour (National 5) (1 credit)***

This unit introduces learners to hair colouring. Learners will gain an understanding of the colouring process and will learn how to prepare for, mix, apply and remove hair colour products. Learners will also have the opportunity to review their employability skills profile.

***Hairdressing: Creative Trends (National 5) (1 credit)***

The unit focuses on encouraging an awareness of current fashion trends and the expression of creativity. Learners will have an opportunity to identify current fashion trends from a variety of sources. They will then plan, prepare for and produce a style which interprets these on a mannequin head. Learners will have an opportunity to develop new skills and/or use existing skills. This unit will enable learners to take responsibility for their own performance, express their creativity, build confidence, consolidate skills and gain an understanding of how current fashion trends influence hair styling to produce a total look. Learners will evaluate their own performance in relation to specified employability skills and evaluate their progress in achieving goals.

**Conditions of award**

To achieve the award of National 5 Skills for Work Hairdressing course, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work courses are not graded.

# Assessment

## Assessment objectives

Assessment across the units of this course allows learners to demonstrate:

- ◆ knowledge and skills in relation to working in a hairdressing environment
- ◆ practical vocational skills
- ◆ communication and customer care skills
- ◆ knowledge of current relevant health and safety legislation
- ◆ skills for employment in the hairdressing industry
- ◆ generic employability skills

Assessment in this course will be based mainly on a range of practical activities carried out in a salon environment. Performance evidence will be supported by teacher/lecturer observation checklists and client record cards. Learners will also complete reviews of their employability skills and gather specified evidence in a folio.

## Unit assessment

The assessment of the units in this course will be as follows:

### ***Hairdressing: Working in a Salon Environment (National 5) (1 credit)***

Assessment in this unit consists of:

- ◆ an open-book assignment leading to the production of a folio on health and safety legislation, hazards and risks in the salon, risk assessment of identified hazards
- ◆ performance evidence supported by an assessor observation checklist for activities relating to general salon duties while working as a member of the team on two occasions
- ◆ performance evidence supported by an assessor observation checklist for activities relating to reception duties on two occasions
- ◆ one completed learner review, recording development of specified employability skills

### ***Hairdressing: Salon Skills (National 5) (1 credit)***

Assessment in this unit consists of:

- ◆ performance evidence supported by an assessor observation checklist for activities relating to shampooing and surface conditioning on two occasions
- ◆ performance evidence supported by an assessor observation checklist for activities relating to conditioning treatments and basic scalp massage on two occasions
- ◆ performance evidence supported by an assessor observation checklist for activities relating to drying and finishing techniques on two occasions
- ◆ one completed learner review, recording development of specified employability skills

### ***Hairdressing: Introduction to Colour (National 5) (1 credit)***

Assessment in this unit consists of:

- ◆ an open-book assignment leading to the production of a folio on the hair structure, influences which affect porosity and sensitivity of hair, how colour works within the hair structure, and the purpose and importance of skin allergy testing
- ◆ performance evidence supported by an assessor observation checklist for activities relating to preparation for colour application on one occasion
- ◆ performance evidence supported by an assessor observation checklist for activities relating to application of colour application on one occasion
- ◆ one completed learner review, recording development of specified employability skills

### ***Hairdressing: Creative Trends (National 5) (1 credit)***

Assessment in this unit consists of an integrated creativity assignment which will enable learners to produce the following evidence:

- ◆ a style board which reflects current fashion trends, effectively combining style, texture and colour
- ◆ a plan which identifies the steps required to prepare for and create an image which reflects the current fashion trends expressed in style board
- ◆ performance evidence supported by an assessor observation checklist for undertaking activities relating to the creation and presentation of a completed image which reflects the current fashion
- ◆ trends identified in style board
- ◆ one completed learner review, recording development of specified employability skills

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

## **Quality Assurance**

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **2 Numeracy**

- 2.2 Money, time and measurement

## **3 Health and Wellbeing**

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes

## **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.3 Working with others

## **5 Thinking Skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

# Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

<i>Hairdressing: Working in a Salon Environment</i>	= A
<i>Hairdressing: Salon Skills</i>	= B
<i>Hairdressing: Introduction to Colour</i>	= C
<i>Hairdressing: Creative Trends</i>	= D

Employability skill/attitude	Evidence
◆ Positive attitude and willingness to learn	A, B, C, D
◆ Good timekeeping	A, B, C, D
◆ Appropriate appearance	A, B, C, D
◆ Customer care skills	A, B, C
◆ Good communication skills — listening and talking	A, B, C, D
◆ Ability to work in a team	A, B, C
◆ Showing respect and consideration for others	A, B, C
◆ Ability to follow instructions	A, B, C
◆ Ability to multi-task	A, B, D
◆ Timeliness (showing a good sense of time)	A, B, C, D
◆ Knowledge of health and safety procedures	A, B, C, D
◆ Awareness of salon conditions	A, B, C, D
◆ Awareness of salon roles and responsibilities	A, B, C
◆ Exploring own creativity	D
◆ Confidence to seek feedback	A, B, C, D
◆ Review and self-evaluation skills	A, B, C, D

Assessment evidence in all units:

- A = Learner folio of information gathered on health and safety legislation, risks and hazards in the salon, risk assessment of identified hazards. Assessor observation checklists of practical activities in carrying out general salon duties while working as a member of the team and reception duties. Learner review in relation to the development of specified employability skills.
- B = Assessor observation checklists of practical activities in shampooing and conditioning, conditioning treatments and basic scalp massage, drying and finishing techniques and learner review in relation to the development of specified employability skills.
- C = Learner folio of information gathered on the hair structure, influences which affect porosity and elasticity of hair, how quasi-permanent and permanent colour works within the hair structure, skin allergy testing. Assessor observation checklists of practical activities in preparing for, applying and removal of hair colour products. Client record card. Learner review in relation to the development of specified employability skills.
- D = Style board, plan, assessor observation checklist of preparation and performance (creating a style which reflects current fashion trends on a mannequin head). Learner review in relation to the development of specified employability skills.

# Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work Course. They are intended for teachers and lecturers who are delivering the course and its units.

## Guidance on approaches to delivery and assessment for this course

### Learning and teaching

The main approaches to learning in this course should be experiential, practical and learner centred. Learners should have the opportunity to learn and develop practical skills in a real or simulated salon environment where they will experience workplace conditions, deal with customers, learn how to work with others in a team and develop good working practices.

Centres should ensure that an induction to each unit within the course is given, which will enable learners to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the hairdressing industry, are stressed at this time.

Learners should have the opportunity to develop relevant vocational skills, as well as a variety of employability skills, in a hairdressing salon environment. Some of these skills are generic skills required in the wider workplace, while others are specific employability skills required for the hairdressing industry.

It will be important to ensure that learners are provided with advice and guidance on what is expected of them when they are working in the hairdressing industry. Learners must be given clear information, advice and guidance about what their role is within the salon with regards to appearance, attitude, behaviour, customer care and working in a team.

Due to the practical nature of the course, each part of learning/teaching should incorporate both theory and practice, to facilitate learning. Learners will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

Practical demonstration followed by supported role play with peers will enable learners to practise and gain confidence before progressing to the working environment. Formative work throughout will enhance performance. Learners should be encouraged to learn through a variety of experiences and activities which are designed to enhance their awareness of salon conditions and to develop salon skills.

It is also important that learners get support and feedback from their teacher/lecturer on their self-evaluation and progress throughout. Feedback should highlight aspects where learners did well and areas that require to be improved.

### Approaches to assessment

The evidence requirements for units with the National 5 Skills for Work Hairdressing course are fully expressed in the mandatory section of each unit specification.

Units have been designed so that assessment evidence can be gathered holistically where possible. A variety of approaches is used for gathering evidence, reflecting the variety of learning experiences offered across the course. Checklists should be used where appropriate to help reduce the burden of gathering evidence and the ASP provide examples.

The terms *client* and *customer* are used in this course to mean:

Client	a person receiving a hairdressing treatment
Customer	a visitor to a salon who may purchase a product and/or become a client

It is important to note that, while a variety of individuals (for example, learners' peers, or other students of the centre) may act as clients/customers for both formative activities and summative assessments, the activities must be carried out in a realistic manner in a real or simulated salon environment.

Suggested approaches to gathering evidence and opportunities to integrate assessment are highlighted in the Section *Guidance on Approaches to Assessment* of the unit specifications.

The ASP provided for each unit within the National 5 Skills for Work Hairdressing course illustrates the standard that should be applied. If a centre wishes to design its own assessments, they should be of a comparable standard.

## Sequencing/integration of units

While the sequence of delivery of the units is for individual centres to decide, centres may wish to offer the units in succession — *Hairdressing: Working in a Salon Environment* (National 5), *Hairdressing: Salon Skills* (National 5), *Hairdressing: Introduction to Colour* (National 5), *Hairdressing: Creative Trends* (National 5). Such a sequence will give learners optimum opportunity to demonstrate the development of their employability skills profile.

Alternatively, centres may wish to integrate delivery of the *Hairdressing: Working in a Salon Environment* (National 5) and *Hairdressing: Salon Skills* (National 5) units before progressing to the *Hairdressing: Introduction to Colour* (National 5) unit. This sequence of delivery will enable learners to have a good introduction to hairdressing and the principles that underpin the work, as well as developing basic skills in a manner which reflects industry practice.

Whichever model of delivery is adopted, the culmination of the course should be the *Hairdressing: Creative Trends* (National 5) unit to enable learners to develop their practical skills and understand the importance of keeping up to date with current fashion trends whilst working in the hairdressing industry.

## Guidance on approaches to delivery

### Visiting speakers/visits to salons

Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of visits from a member of staff to give learners a realistic view of conditions in the hairdressing industry. It may be possible for centres to arrange visits to hairdressing salons as part of learners' learning experience, to help learners build knowledge and understanding.



## Health and Safety

Opportunities should be taken within the course to integrate relevant current health and safety legislation in a realistic context. Learners should develop knowledge and understanding of working safely and of current health and safety legislation. Learners should be aware of how legislation affects everyday practice in the salon. They will develop an understanding of their responsibilities with regard to health and safety and be able to check their own working practices and working areas for any risks to themselves or others. They will be able to identify hazards which can occur in the salon and to carry out risk assessment in relation to specified hazards.

## Guidance on approaches to assessment

The evidence requirements for units with this course are fully expressed in the mandatory section of each unit specification.

Units have been designed so that assessment evidence can be gathered holistically where possible. A variety of approaches is used for gathering evidence, reflecting the variety of learning experiences offered across the course. Checklists should be used where appropriate to help reduce the burden of gathering evidence and the ASP provide examples.

The terms *client* and *customer* are used in this course to mean:

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It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients/customers for both formative activities and summative assessments, the activities must be carried out in a realistic manner in a real or simulated salon environment.

Suggested approaches to gathering evidence and opportunities to integrate assessment are highlighted in the Section *Guidance on Approaches to Assessment* of the unit specifications.

The ASP provided for each unit within the National 5 Skills for Work Hairdressing course illustrates the standard that should be applied. If a centre wishes to design its own assessments, they should be of a comparable standard.

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. 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 social software. 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. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Opportunities for developing Core Skills

Candidates carry out practical activities, reception duties and customer care duties, which involve listening, seeking advice and talking to customers. These are good opportunities for developing aspects of the Core Skill of Communication. They will also be dealing with costs and cash handling and this offers scope to develop aspects of the Core Skill of Numeracy.

Candidates will learn how important it is to work together as part of the salon team to meet the needs of customers which will allow the development of aspects of the Core Skill of Working with Others. Candidates will also be encouraged to take responsibility for improving their own performance through self-evaluation, taking feedback from others, setting goals for improvement, reflecting and evaluating. These are good opportunities for developing aspects of the Core Skill of Problem Solving.

In addition candidates may use the internet while collecting and organising information in relation to health and safety legislation giving the opportunity to develop aspects of the Core Skill of Information Technology.

*Hairdressing: Working in a Salon Environment* (National 5) and *Hairdressing: Salon Skills* (National 5) have the Working Co-Operatively with Others component of Working with Others at SCQF level 4 embedded in it.

*Hairdressing: Introduction to Colour Processes* (National 5) has the Critical Thinking component of Problem Solving at SCQF level 4 embedded in it.

# General information for learners

This section will help you decide whether this is the course for you by explaining what the course is about, what you should know or be able to do before you start, what you will need to do during the course and opportunities for further learning and employment.

The course focuses on:

- ◆ Introducing you to colouring processes in a hairdressing environment.
- ◆ Encouraging you to be creative and explore and interpret current fashion trends in a hairdressing environment.
- ◆ Giving you the experience in the working environment of a trainee hairdresser.
- ◆ Basic techniques in a hairdressing salon.

You will learn how to:

- ◆ Demonstrate an understanding of the colouring process.
- ◆ Prepare hair colouring products.
- ◆ Apply and remove hair colouring products.
- ◆ Review your own performance in order to develop your employability skills.
- ◆ Produce a style board which reflects current fashion trends.
- ◆ Produce a plan to create an image which reflects current fashion trends.
- ◆ Develop new skills to create and present the image on a mannequin head.
- ◆ Review your own performance in order to develop your employability skills.
- ◆ Present yourself in a positive manner when carrying out general duties in a hairdressing salon.
- ◆ Work as part of a team.
- ◆ Develop an understanding of health and safety in a hairdressing environment.
- ◆ Carry out reception duties.
- ◆ Review and evaluate your own performance to improve your employability skills.
- ◆ Shampoo and condition hair.
- ◆ Use conditioning treatments and give a basic scalp massage.
- ◆ Use hair drying and finishing techniques.
- ◆ Review your own performance in order to develop your employability skills.

You do not need to have any previous qualifications or experience.

After you finish this course, there may be opportunities to study other qualifications in this area, and/or further develop skills that will help in employment.

# Administrative information

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**Published:** October 2018 (version 3.0)

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## History of changes to national course specification

Version	Description of change	Date
2.0	2013 — Course re-coded as part of CfE development programme but no change to course and unit content.	August 2013
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 2018

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**Note:** You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the course specification.

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