



## **Group Award Specification for:**

**HNC Hairdressing**

**Group Award Code: GP7W 15**

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# 1 Introduction

## 1.1 General

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

## 1.2 Introduction

The newly revised Higher National Certificate (HNC) Hairdressing replaces the original nationally devised award validated in 2005. Prior to this there were numerous single-centre developments. The current award has 15 approved centres.

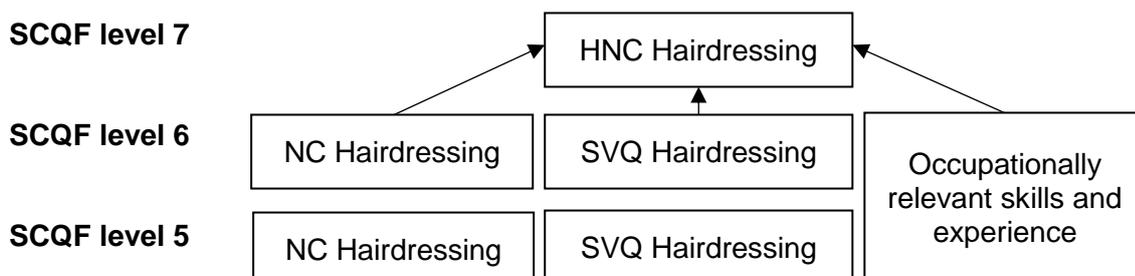
This new HNC Hairdressing has been designed to reflect significant changes which have occurred within the hairdressing industry over the last 14 years. The new group award is intended to support aspiring hairdressers and through achievement of this award is intended to produce industry ready hairdressers. The HNC will provide learners with a recognised qualification and skills to enable them to work effectively within a creative and challenging environment.

## 1.3 Title of the group award

The title of the new HNC is Hairdressing. This reflects the occupational competencies, contexts of the qualification. The qualification contains units that provide underpinning knowledge and skills required to work in the hairdressing industry. Learners will be competent in a range of cutting and colouring skills and techniques, and hair and scalp treatments as well as in the use of social media which will enable them to seek employment in the hairdressing sector.

## 1.4 Progression routes

The HNC Hairdressing qualification is designed as a progression route for learners from the SVQ 3 at SCQF level 6 Hairdressing qualification or equivalent. It is suitable for direct entrants with occupationally relevant skills and experience.



Learners who successfully complete the qualification may progress to employment within the hairdressing industry or progress to further study. There are a number of progression routes from this award into qualifications such as the PDA Barbering Practice at SCQF level 7 or the PDA Hairdressing Practice at SCQF level 8.

The mode of delivery for the HNC Hairdressing qualification can be full-time or part-time at the discretion of the delivering centre.

### Industry and employment

In March 2017 Business Matters magazine reported that the hair and beauty industry was to add almost 50,000 jobs to UK economy in 2017. There was optimism with 64 percent of businesses feeling more confident about the year ahead than in the previous 12 months.

'The overall value of the in-salon hair services market may have shown some decline in 2016 (-0.1%), but is expected to increase by 2.9% to £7.43 billion in 2017 as consumers invest in expensive colouring and conditioning treatments. The current expected value growth of the in-salon hair services market can be credited to expensive colour trends and a subsequent focus on hair health. (Mintel, In-Salon Hair Services, UK, August 2017)

Retail sales of women's haircare products through salons totalled £95m in 2017 (Mintel, Women's Haircare, UK, April 2018)

Older women instead turn to salons to achieve multi-tonal results; 89% of women over 65 get their hair done professionally, with 45% of these having some form of colour treatment (Mintel, Hair Colourants, April 2018)

*Business Gateway Market Reports — August 2018*  
<https://www.bgateway.com/assets/market-reports/Hairdressing-Salons-and-Barber-Shops.pdf>

### Entries and awards for HNC Hairdressing

The table below shows the overall entries and awards for HNC Hairdressing from 2005–2019.

#### HNC Hairdressing

Total entries from 2005–2019 for HNC Hairdressing:

Code	Level	Title	Entries 2005–2019	Awards 2005–2019
G805	15	Hairdressing	1748	1326

Consultation with learners, presenting centres and employers has resulted in a revised qualification with a robust mandatory framework and variety of options with newly developed units to enable learners to develop skills which meet the demands of the hairdressing industry.

The mandatory units within the group awards provide standardisation across the education sector and ensure all learners can develop the fundamental skills required of a hairdresser working in the hairdressing industry. The range of optional credits allow learners to extend their portfolio of basic competencies and develop specific and specialist skills to enhance their employment opportunities.

## 2 Qualification structure

### 2.1 Structure

#### 2.1.1 HNC in Hairdressing

The HNC in Hairdressing has been designed so that it meets SQA's Design Principles, ie, it will be achieved on completion of 12 SQA credits/96 SCQF credit points. At least 48 SCQF credit points must be at SCQF level 7 and the mandatory section must contain at least 48 SCQF credit points. The HNC also includes one graded unit (8 SCQF credit points) at SCQF level 7.

**Mandatory units** — Learners must achieve all mandatory units (ie, 11 SQA credits/88 SCQF credits)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2A0	34	Hairdressing: Classic and Creative Cutting	3	24	7
J29Y	34	Hairdressing: Principles of Colouring	3	24	7
J2A1	34	Hairdressing: Hair and Scalp Treatments	2	16	7
HT9W	34	Social Media	1	8	7
HJ4W	34	Work Placement	1	8	7
J2F0	34	Hairdressing: Graded Unit 1	1	8	7

**Optional units** — Learners must achieve optional units totalling 1 SQA credit, 8 SCQF credit points

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2A2	34	Hairdressing: Creative Long Hair Looks	1	8	7
J0J6	35	History of Hairstyling	1	8	8
HG4N	34	Barbering: Creatively Cut and Shape Facial Hair	1	8	7
DW6C	34	Photography: An Introduction	1	8	7
J0H1	34	Essential Make-up Skills	1	8	7

### 3 Aims of the qualification

The principal aim of the HNC Hairdressing is to enable successful learners to gain employment within the hairdressing industry or prepare for progression within the industry by providing a progressive and coherent qualification which will be responsive to the needs of learners and employers. The HNC also provides a formal qualification for those who already work directly with clients in the hairdressing industry.

#### 3.1 General aims of the qualification

The general aims of HNC in Hairdressing are to:

- 1 Enable learners to develop a range of Core Skills in *Communication, Problem Solving; Working with Others; Information and Communication Technology (ICT) and Numeracy* as required by employers and for progression in higher/professional education.
- 2 Develop independent study and research skills.
- 3 Develop current employment skills and expertise.
- 4 Enhance employment prospects for learners undertaking the course(s).
- 5 Enable progression within the SCQF including progression to HE.
- 6 Develop an individual personally and vocationally within the SCQF.

#### 3.2 Specific aims of the qualification

The **specific** aims of the HNC in Hairdressing are to:

- 7 Develop existing hairdressing knowledge and skills to produce a range of tailored haircuts.
- 8 Develop knowledge, understanding and skills in colouring hair.
- 9 Develop knowledge and understanding of hair, skin and scalp structures and conditions.
- 10 Develop communication skills and effective consultation techniques to develop client treatment plans.
- 11 Style and finish hair to enhance and complete client services.
- 12 Provide learners with work experience to enable them to practice and provide core hairdressing services, enabling them to work confidently and competently within the industry.
- 13 Introduce learners to the use, responsibility and application of social media to promote themselves and their work within the hairdressing industry.
- 14 Produce a professional portfolio of examples of their work.

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

#### 3.3 Graded unit

The purpose of the graded unit is to assess the learners' ability to retain and integrate the knowledge and/or skills gained in the mandatory units within the HNC Group Award, to assess the learner has met the specific aims of the group award and to grade learner achievement.

As required by the HN Design Principles, the HNC in Hairdressing contains one graded unit, which learners must achieve: *Hairdressing: Graded Unit 1* which is one single credit graded unit at SCQF level 7.

The graded unit reflects the structure of the award. An assessment exemplar for the graded units will be available and will clearly reflect the input required by learners.

### 3.3.1 Graded Unit 1

The graded unit will be assessed by practical activity. The graded unit will be assessed, and a grade of A, B or C awarded.

Learners will prepare and present a portfolio of work. The work necessary to undertake this assignment will combine knowledge and skills acquired throughout the HNC Hairdressing award. Learners will identify the requirements of the portfolio and select the elements and components to be included.

The learner will be required to:

- ◆ Identify a leading organisation in the hairdressing industry or related industries which they would like to seek employment
- ◆ Investigate the background, ethos and current image portrayed by the organisation
- ◆ Plan social media content to record their development journey in preparation for showcasing and promoting their work
- ◆ Plan and design a cut and colour to underpin the organisation's current image and current fashion in hairdressing
- ◆ Choose a minimum of one of the following in each category to plan the initial look
  - Category 1 Cutting: A classic precision cut and/or creative cut
  - Category 2 Colour: Colour change and/or creative placement
- ◆ Plan an adaption of the initial look to produce a second styled finish
- ◆ Identify products and resources required to carry out the project
- ◆ Determine timescales for conducting the project
- ◆ Choose one model
- ◆ Produce a detailed analysis of the model's hair and scalp
- ◆ Produce a record of the underpinning processes in the creation of their looks
- ◆ Perform the initial look and adaptation to show a variation of the style produced
- ◆ Present high quality digital images and/or photographs which reflect the image of the chosen organisation
- ◆ Present their look in a portfolio/e-portfolio which meets industry standards
- ◆ Evaluate performance in light of plan

The look must be an original design and not previously produced for any other unit assessment.

## 4 Recommended entry to the qualification

Entry to the qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been given as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

## 4.1 Prior qualifications

For entry to HNC Hairdressing:

- ◆ SVQ 3 at SCQF level 6 in Hairdressing or equivalent
- ◆ Direct entrants with occupationally relevant skills and experience

## 4.2 Work experience

Those with relevant work experience but without appropriate qualifications may be accepted for entry if the enrolling centre is satisfied that the learner has a reasonable expectation of successfully completing the group award. This may be established through an application, face-to-face interview or other means as deemed appropriate by the centre.

## 4.3 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for these qualifications. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Learners will be required to produce and respond to detailed written and oral communication in familiar contexts. For example: learners will be required to identify and follow given tasks and briefs, gather information and plan, produce and present written and/or oral responses to tasks. Learners will be required to discuss and agree consultation and treatment plans with clients.
Numeracy	5	Learners will be required to use a range of numerical and graphical data in routine contexts that may have some non-routine elements. For example: learners will be required to purchase and replenish kit items, operate a personal stock control system, identify resources for services and have an understanding of industry budgets and their role in implementing these.
Information and Communication Technology (ICT)	5	Learners are required to use standard ICT applications to process, obtain and combine information. For example: learners will be required to gather information from a variety of sources and produce and present research evidence, design plans and images in digital format.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	5	Learners are required to use a process to deal with a problem, situation or issue that is straightforward, operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical. For example: Learners will be required to plan and perform a range of services for different clients taking account of individual needs and requirements and respond to possible feedback on services and finished looks, making adjustments as required.
Working with Others	5	Learners will be required to work alone or with others on tasks with minimum directive supervision. Agree goals and responsibilities for self and/or work team. Take lead responsibility for some tasks. Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work and contribute to the evaluation and improvement of practices and processes. For example: Learners will be required to work in realistic working environments with colleagues, models and clients to provide a variety of services within industry timeframes.

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to units

The **general** aims contained in the HNC Hairdressing are covered by all units.

The **specific** aims of the HNC in Hairdressing are to:

- 7 Develop existing hairdressing knowledge and skills to produce a range of tailored haircuts.
- 8 Develop knowledge, understanding and skills in colouring hair.
- 9 Develop knowledge and understanding of hair, skin and scalp structures and conditions.
- 10 Develop communication skills and effective consultation techniques to develop client treatment plans.
- 11 Style and finish hair to enhance and complete client services.
- 12 Provide learners with work experience to enable them to practice and provide core hairdressing services, enabling them to work.
- 13 Confidently and competently within the industry.
- 13 Introduce learners to the use, responsibility and application of social media to promote themselves and their work within the hairdressing industry.
- 14 Produce a professional portfolio of examples of their work.

Code	Unit title	7	8	9	10	11	12	13	14
J2A0 34	Hairdressing: Classic and Creative Cutting	X		X	X	X	X	X	X
J29Y 34	Hairdressing: Principles of Colouring		X	X	X	X	X	X	X
J2A1 34	Hairdressing: Hair and Scalp Treatments			X	X	X	X	X	X
HT9W 34	Social Media						X	X	X
HJ4W 34	Work Placement	X	X	X	X	X	X	X	X
J2F0 34	Hairdressing: Graded Unit 1	X	X	X	X	X	X	X	X

## 5.2 Mapping of National Occupational Standards (NOS)

The following is a list of relevant National Occupations Standards which have been used to map the HNC Hairdressing Group Award.

<b>NOS code</b>	<b>NOS title</b>
SKACHB9	Advise and consult with clients
SKACHB15	Develop and enhance your creative hairdressing
SKACHB4	Assist with hair colouring and lightening services
SKACH8	Creatively style and dress hair
SKACHB11	Shampoo, condition and treat the hair and scalp
SKACH1	Style and finish hair
SKACH9	Creatively cut hair using a combination of techniques
SKACHB16	Provide specialist hair and scalp treatments
SKACH4	Colour and lighten hair
SKACHB2	Contribute to the development of effective working relationships
SKACHB5	Blow dry hair
SKACH10	Creatively colour and lighten hair
SKACH11	Hair colour correction services
SKACHB12	Develop and maintain your effectiveness at work
SKACHB14	Provide client consultation services
SKAAH4	Cut natural hair using basic techniques
SKACHB1	Prepare for hair services and maintain work areas
SKACHB10	Shampoo and condition hair
SKAG20	Ensure responsibility for actions to reduce risks to health and safety

### Mapping of National Occupational Standards (NOS) to units in HNC Hairdressing

Code	Unit title	SKACHB9	SKACHB15	SKACHB4	SKACH8	SKACHB11	SKACH1	SKACH9	SKACHB16	SKACH4	SKACHB2	SKACHB5	SKACH10	SKACH11	SKACHB12	SKACHB14	SKAAH4	SKACHB1	SKACHB10	SKAG20
J2A0 34	Hairdressing: Classic and Creative Cutting	X	X		X	X	X	X			X	X			X	X	X	X	X	X
J29Y 34	Hairdressing: Principles of Colouring	X	X	X	X	X	X			X	X	X	X	X	X	X		X	X	X
J2A1 34	Hairdressing: Hair and Scalp Treatments	X			X	X	X		X		X	X			X	X		X	X	X
HT9W 34	Social Media														X					
HJ4W 34	Work Placement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
J2F0 34	Hairdressing: Graded Unit 1	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X

### 5.3 Mapping of Core Skills development opportunities across the qualification

*E* embedded within the unit, which means learners who achieve the unit will automatically have their Core Skills profile updated on their certificate eg, Core Skills embedded at SCQF level 5

*S* signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J2A0 34	Hairdressing: Classic and Creative Cutting			S	S				S	S	S	S	S
J29Y 34	Hairdressing: Principles of Colouring	S		S	S				S	S	S	S	S
J2A1 34	Hairdressing: Hair and Scalp Treatments	S		S					S	S	S	S	S
HT9W 34	Social Media						S	S					
HJ4W 34	Work Placement								E	E	E	E	E
J2F0 34	Hairdressing: Graded Unit 1	S		S	S		S	S	S	S	S	S	S

## 5.4 Assessment strategy for the qualification

### Overview of assessment methodology for the qualifications

SQA encourages a mix of assessments to meet the evidence requirements of units. Where possible, holistic assessment should be used where appropriate. The HNC in Hairdressing is occupationally-specific and, by nature, highly practical. This means that assessments will focus on product evidence and direct observation of performance evidence. Learners should be encouraged to build portfolios which showcase the development of their skills and knowledge. The individual unit specifications contain full details of evidence requirements and suggested assessment models to allow learners to fulfil the unit requirements. An overview of assessment is contained in the grid below.

Mandatory units	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Hairdressing: Classic and Creative Cutting	<p>Understand the principles of cutting hair.</p> <p>Assessment of the knowledge in outcome 1 will be naturally occurring through the holistic assessment of Outcomes 2 to 5.</p>	<p>Consult with clients to develop cutting plans.</p> <p>Learners will carry out a <b>consultation</b> with each of the <b>four clients</b>, through questioning and listening, to identify their requirements and will develop individual cutting plans.</p>	<p>Create a range of classic and creative commercial looks using a variety of techniques.</p> <p>Learners will produce through <b>practical performance on four clients</b>; two classic haircuts and two creative commercial haircuts combining and advancing the classic shapes to produce current looks.</p>	<p>Style, finish and tailor haircuts.</p> <p>Learners will select suitable products, tools and equipment to <b>create, style and finish</b> each of the <b>four haircuts</b> in line with current hairdressing industry standards.</p>	<p>Evaluate the cutting process, technical precision and finished haircuts in line with cutting plans.</p> <p>Learners will provide a <b>record</b> for each of the <b>four haircuts</b> to show they have <b>evaluated the cutting process, technical precision and the finished haircuts</b>, in line with their cutting plans. The record must cover all of the knowledge and/or skill requirements in Outcome 5, for each of the four haircuts they have performed.</p>

Mandatory units	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Hairdressing: Principles of Colouring	<p>Understand the principles of colouring hair and influencing factors on colour choice and services.</p> <p>Learners demonstrate their knowledge and understanding of the principles of colouring hair and influencing factors on colour choice and services through answers to <b>objective questions</b> and <b>four case studies</b>.</p>	<p>Consult with clients to agree colouring plans.</p> <p>Learners will carry out a <b>consultation</b> with each of the <b>four clients</b>, through questioning and listening, to identify their requirements and will develop individual colouring plans.</p>	<p>Perform colouring and styling services on clients.</p> <p>Learners will <b>perform four colour services</b> using a range of techniques and products.</p>	<p>Evaluate the colour change process, colour placement and finished result in line with colouring plans.</p> <p>Learners will provide a <b>record</b> for each of the <b>four colour services</b> to show they have <b>evaluated the colour change process</b>.</p>	N/A
Hairdressing: Hair and Scalp Treatments	<p>Understand the structures and functions of the hair, skin and scalp</p> <p>Learners demonstrate their knowledge and understanding of the structures and functions of the hair, skin and scalp through answers to <b>objective questions</b>.</p>	<p>Understand hair and scalp conditions, products and treatments</p> <p>Learners demonstrate their knowledge and understanding hair and scalp conditions, products and treatments through answers to <b>objective questions</b>.</p>	<p>Consult with clients to agree hair and scalp treatment plans</p> <p>Learners will <b>consult</b> and carry out <b>analysis</b> with <b>two clients</b> to identify hair and scalp conditions and select appropriate products tools and equipment to create an agreed treatment plan.</p>	<p>Perform treatment plans on the hair and scalp</p> <p>Learners will <b>perform the services</b> using appropriate products and application techniques on <b>two clients</b>.</p>	<p>Evaluate the effectiveness of hair and scalp treatments</p> <p>Learners will <b>evaluate</b> the effectiveness of hair and scalp treatments for <b>two clients</b>.</p>

Mandatory units	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Social Media	Describe the historical development of social media.	Explain the personal and vocational applications of social media.	Use social media for a vocational purpose.  The evidence will take the form of a <b>product</b> that demonstrates the learner's use of <b>at least one social media service</b> for a vocational purpose.	N/A	N/A
Work Placement	Produce a <b>portfolio</b> of evidence which demonstrates the learner has prepared for a work placement opportunity.	Produce a <b>portfolio</b> of evidence which demonstrates the learner has developed and enhanced personal and vocational skills in the workplace.	Produce a <b>portfolio</b> of evidence which demonstrates the learner has reviewed and evaluated the workplace experience and identified future career development progression.	N/A	N/A
Hairdressing: Graded Unit 1	<p>A project-based practical assignment.</p> <p>Produce a portfolio of evidence covering three stages — planning, development and evaluation.</p> <p>The learner will be required to plan and design a cut and colour, to underpin a selected organisation's current image and current fashion in hairdressing from the categories inferred in the brief.</p> <p>Learners will select a model and create a look which meets the required professional quality in the cut, colour and style adaptation. Close headshot images of front and side that clearly showing the cut and colour will be produced and looks will be presented to meet industry standards.</p> <p>Learners will identify any knowledge and skills which have been gained; assess the strengths and areas of improvement in the output of the practical activity and determine to what extent the assignment met the original brief.</p>				

## 6 Guidance on approaches to delivery and assessment

The HNC in Hairdressing provides the underpinning knowledge and skills required to work across the hairdressing industry. Successful learners will be competent in a range of skills which will enable them to seek employment in the hairdressing industry.

The design principles for this award encourage a more holistic approach to assessment.

The new HNC units place the emphasis on assessing the whole outcome or a combination of outcomes rather than on individual knowledge and skills. Several of the new unit specifications allow the use of 'sampling' of knowledge and/or skills. This will help reduce the assessment load for both learners and centres.

Where sampling is undertaken, the unit specification will specify the elements of knowledge and/or skills that can be sampled within the evidence requirements. Other important information regarding assessment will be detailed on individual unit specifications.

### 6.1 Sequencing/integration of units

The sequence of delivery of the units is for individual centres to decide. Centres may also wish to give consideration to the assessment balance in each block/semester. In addition, centres are encouraged to integrate assessment where practicable to avoid unnecessary repetition and over-assessment.

### 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

## 6.2.1 Articulation and/or progression

The primary focus of the HNC is to provide industry-specific skills and knowledge to enable learners to gain employment in the hairdressing industry.

There are a number of progression routes from this award into qualifications such as the PDA Barbering Practice at SCQF level 7 or the PDA Hairdressing Practice at SCQF level 8.

There are no undergraduate degree level courses available currently.

## 6.2.2 Credit transfer

Old HNC Hairdressing (G805 15)	New HNC Hairdressing (GP7W 15)	Credit transfer
Hairdressing: Creative Designs in Hairdressing (DN5W 34)	Hairdressing: Classic and Creative Cutting (J2A0 34)	Partial
Hairdressing: Colouring, Colour Correction and Innovative Design (DN5V 34)	Hairdressing: Principles of Colouring (J29Y 34)	Partial
Hairdressing: Specialised Treatments: Hair and Scalp Conditions (DN60 35)	Hairdressing: Hair and Scalp Treatments (J2A1 34)	Partial
N/A	Social Media	N/A
N/A	Work Placement	N/A
Hairdressing: Graded Unit 1 (F5DM 34)	Hairdressing: Graded Unit 1 (J2F0 34)	None

## 6.3 Opportunities for e-assessment

Some of the units may lend themselves to the use of e-portfolios and e-assessment including for objectives question assessment in the following units of the award:

- ◆ *Hairdressing: Principles of Colouring*
- ◆ *Hairdressing: Hair and Scalp Treatments*

## 6.4 Support materials

Assessment Support Packs (ASPs) have been developed for a number of units in this Award. A **list of ASPs** is available to view on SQA's secure website.

## 6.5 Resource requirements

Centres should provide a suitable 'salon environment' in which learners can perform practical activities that will simulate the real working environment and have access to equipment and products required for the HNC Hairdressing. Learners should have access to ICT, a wide variety of current publications, online resources and relevant journals to support the level of independent research and underpinning knowledge required.

## 7 General information for centres

### Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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).

### Internal and external verification

All instruments of assessment used within this/these qualification(s) 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)).

## 8 Glossary of terms

**Embedded Core Skills:** Is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded unit:** Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ The group award will be deleted from the relevant catalogue
- ◆ The group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ No new centres may be approved to offer the group award
- ◆ Centres should only enter learners whom they expect to complete the group award during the defined lapsing period

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject unit:** Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

## Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

## 9 General information for learners

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

The occupationally-specific HNC in Hairdressing is designed to provide you with a recognised qualification and skills to enable you to work effectively within the hairdressing industry. The qualification contains units that provide you with the underpinning knowledge and skills which will enable you to seek employment as a hairdresser.

### Recommended entry

You would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ SVQ 3 at SCQF level 6 in appropriate related subjects
- ◆ Direct entrants with occupationally relevant skills and experience

### Award requirements

For the HNC Graded Unit you will prepare and present a portfolio of work. The work necessary to undertake this assignment will combine knowledge and skills acquired throughout the HNC Hairdressing. You will identify the requirements of the portfolio and select the elements and components to be included. The assignment requires you to research, plan and perform look for a live model and present your evidence and images of your final planned look as a professional portfolio of work.

### Employment and progression opportunities

The primary focus of the HNC is to provide industry-specific skills and knowledge to enable you to gain employment in the hairdressing industry. There are no undergraduate degree level courses available. There are a number of progression routes from this award into qualifications such as the Professional Development Awards in Barbering Practice at SCQF level 7 or Hairdressing Practice at SCQF level 8.

The mandatory units of the award ensure that you have the opportunity to develop the fundamental skills required to provide hairdressing services incorporating cutting and colouring hair, providing hair and scalp treatments as well as consulting with clients to develop cutting, colouring and treatment plans. You will also develop knowledge and skills in the use of social media and have the opportunity for work placement. Optional credits allow you to extend your basic competencies, developing specific and specialist skills to enhance your employment opportunities. The HNC Hairdressing qualification can be delivered full-time or part-time at the discretion of the delivering centre.

### Assessment

A variety of assessment methods are used for this qualification. You will produce a portfolio containing evidence to demonstrate your knowledge and skills. Assessment may be by observation of practical skills; plans and reports, product evidence eg, photographs, drawing, models etc. and practical assignments.

The HNC Hairdressing will also help you develop aspects of Core Skills. There is no automatic certification of Core Skills or Core Skill components in this group award.

Full details of specific evidence requirements are contained in the individual unit specifications which will be available to view on the SQA website.