



National Unit specification: general information

Unit title: Artistic Design in Hair Cutting and Styling Techniques
(SCQF level 6)

Unit code: H2MR 12

Superclass: HL

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Summary

This Unit develops artistic design cutting and styling techniques which reflect emerging trends within the hairdressing industry. Learners will develop research skills to enable them to design, plan and implement a variety of individual creative and innovative approaches.

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 artistic design cutting and styling techniques.
- 2 Plan and design artistic cutting, styling and adaptation.
- 3 Perform the cutting styling and adaptation.
- 4 Evaluate the design, planning and implementation.

Recommended entry

While entry is at the discretion of the centre it is recommended that learners have previously achieved the Unit F4C2 11 *Ladies Hairdressing: Basic Cutting Categories*, or have recent/previous employment within a salon environment. Please note: for legislative reasons, this Unit is only available to post-16 learners.

National Unit specification: general information (cont)

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Credit points and level

2 National Unit credits at SCQF level 6 (12 SCQF credits 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

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Research artistic design in cutting and styling techniques.

Performance Criteria

- (a) Research and gather information on a range of artistic haircutting and styling techniques.
- (b) Reference the material gathered.
- (c) Record evidence in portfolio.

Outcome 2

Plan and design artistic cutting, styling and adaptation.

Performance Criteria

- (a) Identify and describe the planned artistic cutting, styling and adaptation.
- (b) Identify the planned tools, equipment and products to be used.
- (c) Produce design plans.

Outcome 3

Perform the cutting, styling and adaptation.

Performance Criteria

- (a) Carry out planned artistic cutting techniques.
- (b) Carry out planned artistic styling techniques.
- (c) Adapt style to produce an alternative look.
- (d) Carry out practical performance within a commercial timeframe.

Outcome 4

Evaluate the design, planning and implementation.

Performance Criteria

- (a) Evaluate the Design/planning stages.
- (b) Evaluate the performance of design plan.
- (c) Identify strength and weaknesses and reflect on changes for future practice.

National Unit specification: statement of standards

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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 evidence

Learners must produce a portfolio of evidence containing a variety of visual plans that collectively reflect emerging techniques. This should include:

- ◆ short hair designs
- ◆ medium hair designs
- ◆ long hair designs
- ◆ one inspirational adaptation of their own choice
- ◆ references for all sources used

Outcome 2: Written and/or oral, performance and product evidence

Learners are required to produce four individual design plans that reflect emerging techniques. These should include:

- ◆ a description of the planned artistic cutting and styling techniques to be used on:
 - short length hair
 - medium length hair
 - long length hair
 - one inspirational adaptation of their own choice
- ◆ identification of the cutting and styling tools/equipment/ and products to be used

Outcome 3: Product evidence

Learners will conduct practical activities under supervised conditions. The assessor will record evidence using an observation checklist.

Pictorial/digital evidence is required. Learners must perform three individual artistic cutting and styling techniques together with one adaption that reflects emerging techniques. These should include:

- ◆ artistic cutting techniques
- ◆ artistic styling techniques
- ◆ adaptation to alternative look (to be performed once)

These tasks must be carried out within an agreed timeline.

National Unit specification: statement of standards (cont)

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Outcome 4: Written and/or oral evidence

Written and/or oral evidence in the form of an open-book assignment is required.

Learners must produce one report on the evaluation of the whole design/planning/performing activity. Within the report, learners should identify their strengths and areas of improvement. This should be one overall report incorporating all performances with specific reference to:

- ◆ planning stages
- ◆ accessing research material
- ◆ producing design plans
- ◆ carrying out the practical activity

National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 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 develop learners' skills to research, plan, perform a range of artistic designs in haircutting and styling, which reflect emerging trends within the hairdressing industry. Learners will participate in a number of activities which will help them to develop their knowledge and skills.

Key areas of Knowledge and Skills in this Unit:

- ◆ Research to source information and ideas on artistic designs in haircutting and styling techniques
- ◆ How to produce creative individual design plans
- ◆ Practice and produce artistic cutting techniques which reflect emerging trends
- ◆ Understanding different effects using cutting tools — scissors, thinning, scissors and razor
- ◆ Practice and produce artistic styling techniques- smooth, volume, texture and alter one of their looks
- ◆ Evaluation

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.

The focus of the Unit is learner-centred and predominantly practical.

The main approach to teaching and learning should be practical and experiential.

Learners will benefit from listening and watching demonstrations by lecturers covering all of the Performance Criteria set out in this Unit and then practicing these techniques. However they should be encouraged to use various sources of demonstration and technique explanation to ensure all learning styles are being addressed.

Mannequin heads should be permitted for use early on in practice, but learners must be encouraged to move on to live models for practice before formative assessment takes place.

National Unit specification: support notes (cont)

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While it is essential that the learners develop knowledge and understanding in relation to specific cutting and styling terms and techniques, it should be emphasised that being able to bring various cutting and styling terms and techniques together to produce complete and personalised cuts/styles is fundamental to being commercially viable.

Taking pictures of learners' work may motivate them to aim for a higher standard, and allow them to reflect on their work, but it is not required as an instrument of assessment.

This Unit can be delivered through an integrated approach with the following Units:

- ◆ *Artistic Design in Hair Colouring and Styling Techniques*
- ◆ *Total Imagery for Hairdressing, Beauty and Make-up*

The main learning and teaching approaches of this Unit should be experimental, practical and learner centred.

Research actively encourages learners to experiment. Inspirational sources such as salon international, hairdresser's journal, trend vision, hairdressing competition work, top salon collections, research into international/global hairdressing work and the current media will aid with motivation and creativity. Learners would benefit from practical demonstration using inspirational images gathered. Learners should be given sufficient time to practice and develop the skills required for assessment.

Guidance on approaches to assessment for this Unit

Formative assessment will play a large part of learners' development in order to achieve this Unit and summative assessment should only take place when the learner has shown they are competent and ready. All assessment must take place on live models

The Evidence Requirements are fully expressed in the mandatory section of this Unit specification.

Formative assessment will play a large part of learners' development and summative assessment should only take place when formative assessment makes clear that they are ready. All performance assessment must be carried out on live models.

Outcome 1 should be assessed early on in the Unit. Learners should be given time to research, identify and explore varied artistic cutting and styling techniques to enable them to produce a detailed portfolio showing knowledge and understanding of researched areas.

Outcomes 2 and 3 should have a holistic approach to assessment. Performance evidence should be collated through an observation checklist and learners should complete an individual style plan which demonstrates achievement of the required tasks in a reasonable time scale.

In Outcome 4, learners must produce one written/oral report on the evaluation of the whole design/planning/performing activity. Within the report, learners should identify their strengths and areas of improvement.

National Unit specification: support notes (cont)

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With regards to the range of techniques stated for all Outcomes, it is expected that centres will determine artistic colouring techniques. These should include techniques that have entered industry through media/high profile stylist/salons, etc.

The main focus for assessment is that learners use creative thinking to produce their own artistic designs in colouring. This should be performed on four separate occasions.

This Unit can be assessed holistically with Outcomes from other Units:

- ◆ *Artistic Design in Hair Colouring and Styling Techniques*
- ◆ *Total Imagery for Hairdressing, Beauty and Make-up*

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)*.

Opportunities for developing Core Skills

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

Learners will be working with clients which involves listening, seeking information, planning resources and giving advice. These are good opportunities for developing *Communication*, *Working with Others* and *Problem Solving* skills.

Learners will also be measuring and recording the use of colour products which will offer scope to develop aspects of the Core Skill of *Numeracy*.

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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