



CCEA Level 1 and 2 Qualifications in Occupational Studies

For first teaching from September 2013

For first assessment from Summer 2014
For first award in Summer 2014

occupational studies

design and creativity

Foreword

This publication contains the specification for CCEA's Level 1 and Level 2 qualifications in Occupational Studies for first teaching from September 2013. We have designed these qualifications to meet the requirements of the following:

- the National Qualifications Framework (NQF) at Level 1 and Level 2; and
- Common Criteria for all Qualifications.

The following grades are available:

| NQF | Occupational Studies Grades |
|---------|--|
| Level 2 | Distinction* Distinction Merit Pass |
| Level 1 | Distinction Merit Pass |
| | Unclassified |

For more information on the NQF, see www.ofqual.gov.uk

The specification for Occupational Studies consists of six occupational areas and their associated units:

- Business and Services;
- Construction;
- Design and Creativity;
- Engineering and Engineering Services;
- Environment and Society; and
- Technology and Innovation.

To achieve a qualification, learners must take two units from an occupational area. It is possible to obtain up to six Occupational Studies qualifications, one in each area. Each qualification enables learners to demonstrate their knowledge, understanding and skills within a context related to employability.

Each of the qualifications consists of 140 guided learning hours.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The specification on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

| | |
|--|-------------------|
| Level 1/2 (Business and Services) | QAN 600/8774/2 |
| Level 1/2 (Construction) | 600/8652/X |
| Level 1/2 (Design and Creativity) | 600/8186/7 |
| Level 1/2 (Engineering and Engineering Services) | 600/8655/5 |
| Level 1/2 (Environment and Society) | 600/8653/1 |
| Level 1/2 (Technology and Innovation) | 600/8775/4 |
| A CCEA Publication © 2013 | |

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A Introduction

This specification sets out the content and assessment details for our Level 1 and Level 2 qualifications in Occupational Studies. First teaching begins from September 2013, and we will make the first awards for this specification in summer 2014. You can view and download the latest version of the specification on our website at www.ccea.org.uk

We have designed this specification to be accessible to a wide range of learners of all abilities. It is also intended to provide coherent, flexible programmes rooted in practical and occupational contexts. Occupational Studies will appeal to learners who are better suited to developing their skills in a more practical, occupationally orientated environment.

The world of work is constantly changing. It is increasingly unlikely that a single occupation will take employees from the beginning to the end of their working lives, so transferability and adaptability are important skills. This specification is uniquely structured with this in mind. Learners have the opportunity to learn for work, through work and about work, with real outcomes that will give them skills for life.

Occupational Studies can provide a hands-on approach to learning. What makes it different is its focus on particular kinds of knowledge, understanding and skills, providing the potential for learning in important 'out-of-school' contexts.

Centres should ensure that learners will have access to any tools, equipment and materials they will need to complete the practical tasks. In offering and designing courses to support this qualification, they need to take account of the facilities and resources they have available, as well as the career planning decisions of their learners.

It is neither expected nor intended that pupils should become competent or trained in the occupational area they are studying. Competence-based training programmes are available post-16 and can offer suitable progression opportunities.

A.1 Aims and learning outcomes

Occupational Studies encourages learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work-related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

Occupational Studies should enable learners to:

- develop the knowledge, understanding and skills they need to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression/career opportunities that exist through the study of Occupational Studies;
- develop an appreciation of the environmental impacts of the practical tasks they carry out within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

A.2 Key features

The Occupational Studies specification:

- has an occupational and employability focus;
- enables progression to other courses, training and employment;
- helps to raise levels of achievement, since learners are likely to be more motivated to achieve success through applying their knowledge in practical, work-related situations and contexts; and
- emphasises learning by doing, which will help learners to develop the transferable skills necessary in a changing and dynamic working environment.

We have devised this specification in consultation with Sector Skills Councils, teachers in schools, teachers/lecturers in further and higher education colleges, and employers.

Learners and providers can, therefore, be confident that the specification is up to date and reflects sector priorities.

A.3 Prior attainment and progression

Learners taking a course in Occupational Studies do not need to have any previous experience in their chosen occupational area.

Occupational Studies allows progression from Key Stage 3 of the Northern Ireland Curriculum. Learners achieving a Level 2 qualification in Occupational Studies will be equipped to progress to courses at post-16 in the relevant subject areas.

A.4 Permitted unit combinations and entries

Within Occupational Studies there are six individual qualifications. Each of these relates to a general occupational area and includes a range of optional units (see Section 2 for details). To achieve a qualification, learners must complete two units from the same occupational area. The qualification will include the title from the relevant area, for example: Occupational Studies: Technology and Innovation Level 2 Pass.

Some units, shown in the table in Section 2 in bold type, are available within more than one occupational area. This flexibility is to allow learners greater choice.

However, learners cannot submit any unit towards a qualification more than once. They may not resit a unit unless they were recorded as absent the first time the unit was taken.

Learners may not enter for the same qualification more than once. Those who achieved a qualification based on a previous version of the Occupational Studies specification cannot take another qualification in the same occupational area.

Foreword

B Specification at a Glance

The table below summarises the structure of each of the six Occupational Studies qualifications.

| Occupational Area | Assessment | Weighting | Availability |
|--|--|-------------------|---|
| Business and Services (15 units available) | Internal assessment. | 50% for each unit | Every January (beginning in 2015) Every Summer (beginning in 2014) |
| Construction (8 units available) | Learners complete two units from their chosen occupational area. | | |
| Design and Creativity (12 units available) | They carry out tasks to gather the required assessment evidence in a portfolio for each unit. | | |
| Engineering and Engineering Services (11 units available) | Tasks include answering questions, carrying out practical activities and evaluating their own performance. | | |
| Environment and Society (9 units available) | The teacher/lecturer assesses the portfolio of evidence, and we carry out external moderation. | | |
| Technology and Innovation (9 units available) | | | |

Please check online for the most up-to-date list and versions of units. Units in bold type are available in two different occupational areas.

| Business and Services | Construction | Design and Creativity | Engineering and Engineering Services | Environment and Society | Technology and Innovation |
|---|--|--|---|---|---|
| Childcare: the Play Environment Communication in an Office or Business Environment Contemporary Cuisine Creative Styling Using Blow-Drying Techniques Customer Service Facial Skincare Logistics and Transport Manicure and Nail Art Modern Office Procedures Modern Retailing Patisserie and Baking Shampooing and Conditioning Treatments The Physical Care of Babies Using Office Technology Vehicle Servicing and Valeting Operations | Bench Joinery Brick and Block Work Carpentry and Joinery Hard Landscaping Painting and Decorating Plastering Plumbing Tiling | Contemporary Cuisine Creative Hair Styling on Long Hair Creative Hair Styling Setting Techniques Creative Styling Using Blow-Drying Techniques Enterprise Crafts Graphic Design Interior Design Patisserie and Baking Specialised Crafts Textile and Fashion Design Total Beauty Website Development | Basic Fast-Fit Operations Basic Vehicle Body Components and Fitting Computer Aided Design Electronic Circuit Construction Electrical Wiring Installation Maintenance of Land-Based Machinery Manufacturing Techniques – Hand Fitting Manufacturing Techniques – Sheet Metal | Animal Care Horticulture: Caring for Plants and Flowers Horticulture: Growing Plants in a Sustainable Way Reminiscence with Individuals in a Care Environment Running a Leisure Event Sports Leadership Tour Guiding Working in a Care Environment Working in Tourism | Bench Joinery Carpentry and Joinery Computer Aided Design Digital Imaging Digital Music Manufacturing Techniques – Hand Fitting Manufacturing Techniques – Sheet Metal Sound Production TV and Film Production |
| 15 units | 8 units | 12 units | 11 units | 9 units | 9 units |

C Scheme of Assessment

C.1 Assessment opportunities

This specification is available for assessment twice a year, in January and summer. See Section 2 for more details.

C.2 Assessment objectives

Below are the assessment objectives for this specification. Learners must:

- recall knowledge and understanding of the specified content (AO1);
- apply their knowledge, understanding and skills in occupational contexts through undertaking relevant tasks (AO2); and
- analyse and evaluate their work and make judgements about their performance, indicating where improvements could be made (AO3).

In the unit content you will find separate assessment criteria for each assessment objective in individual units. We have provided descriptors relating to the various levels of achievement for each of the assessment criteria.

C.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each unit.

| Assessment Objective | Weighting in Each Unit |
|----------------------|------------------------|
| AO1 | 20% |
| AO2 | 60% |
| AO3 | 20% |

Each qualification consists of two units. Each unit is equally weighted and is worth 50 percent of the overall qualification.

The table below sets out the assessment objective weighting for the overall qualification:

| Assessment Objective | Unit Weighting | | Overall Qualification Weighting |
|----------------------|----------------|-------------|---------------------------------|
| | First Unit | Second Unit | |
| AO1 | 10% | 10% | 20% |
| AO2 | 30% | 30% | 60% |
| AO3 | 10% | 10% | 20% |
| Total | 50% | 50% | 100% |

C.4 Reporting and grading

Unit results

Learner performance in a unit is reported as a mark out of 100.

Overall qualification results

We award Occupational Studies qualifications at either Level 1 or Level 2 on the National Qualifications Framework. Where performance is below the requirements for Level 1, we report the results as unclassified (U).

To achieve a full qualification, learners must complete two units. We will award a final grade based on the combined scores of the two units as follows:

| Level 2 | Level 1 |
|------------------------------|-----------------------------|
| Distinction* = 180–200 marks | Distinction = 100–119 marks |
| Distinction = 160–179 marks | Merit = 80–99 marks |
| Merit = 140–159 marks | Pass = 40–79 marks |
| Pass = 120–139 marks | |
| Unclassified = 0–39 marks | |

D Performance Descriptors

Within each unit, there are detailed performance descriptors relating to the specific skills and knowledge required (see unit content). Teachers/Lecturers should use these when allocating marks. They should also refer to the following table, which helps to define the performance descriptors.

Examples of learner evidence will be available at agreement trials and on the CCEA microsite for Occupational Studies at www.ccea.org.uk

| Performance Descriptor | Explanation |
|------------------------|---|
| Excellent | <p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none">• recall, select and communicate detailed knowledge and thorough understanding of the relevant skills and materials;• demonstrate comprehensive understanding of relevant health and safety and environmental issues;• demonstrate in-depth knowledge of related career opportunities;• demonstrate highly developed skills confidently when planning and identifying all appropriate tools, equipment and materials for a task;• carry out tasks consistently with a high degree of precision and sustained application of the required health and safety legislation and practices;• work with a high level of independence to produce a final outcome which is of a professional standard;• present thorough analysis and evaluation of their own performance in practical tasks, making fully developed and reasoned judgements; and• present highly appropriate and self-reflective statements about the learning process in the unit. |
| Very good | <p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none">• recall, select and communicate accurate knowledge and detailed understanding of the relevant skills and materials;• demonstrate detailed understanding of relevant health and safety and environmental issues;• demonstrate well developed knowledge of related career opportunities;• demonstrate effective skills when planning and identifying all appropriate tools, equipment and materials for a task;• carry out tasks accurately with a significant degree of precision and suitable application of the required health and safety legislation and practices;• work, often independently, to produce a final outcome which is of a high standard;• present a well-developed analysis and evaluation of their own performance in practical tasks, making sound judgements; and• present detailed, self-reflective statements about the learning process in the unit. |

| Performance Descriptor | Explanation |
|---|---|
| Good | <p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> • recall, select and communicate clear knowledge and understanding of the relevant skills and materials; • demonstrate consistent and clear understanding of relevant health and safety and environmental issues; • demonstrate significant knowledge of related career opportunities; • demonstrate a range of appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task; • carry out tasks effectively, with some precision and suitable application of the required health and safety legislation and practices; • work, sometimes independently, to produce a final outcome which is of a suitable standard; • present clear and effective analysis and evaluation of their own performance in practical tasks, making realistic judgements; and • present straightforward, self-reflective statements about the learning process in the unit. |
| Satisfactory | <p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> • recall, select and communicate some appropriate knowledge and understanding of the relevant skills and materials; • demonstrate satisfactory understanding of relevant health and safety and environmental issues; • demonstrate relevant knowledge of related career opportunities; • demonstrate some appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task; • carry out tasks appropriately, with acceptable application of the required health and safety legislation and practices; • work, often with support, to produce a final outcome which is of an acceptable standard; • present some relevant analysis and evaluation of their own performance in practical tasks, making some appropriate judgements; and • present some appropriate self-reflective statements about the learning process in the unit. |
| Basic | <p>In relation to the occupational area and where appropriate, learners can:</p> <ul style="list-style-type: none"> • recall, select and communicate limited knowledge and understanding of minimal skills and materials; • demonstrate limited understanding of relevant health and safety and environmental issues; • demonstrate minimal knowledge of related career opportunities; • demonstrate limited skills to plan and identify all appropriate tools, equipment and materials for a task; • carry out tasks with a limited degree of accuracy and do not always apply the required health and safety legislation and practices;; • work, mostly with support, to produce a final outcome which is either incomplete or of a limited standard; • present minimal analysis and evaluation of their own performance in practical tasks; and • present limited self-reflective statements about the learning process in the unit. |
| <p>• Award [0] for work unworthy of credit.</p> | |

E Guidance on Assessment

E.1 The portfolio of evidence

Teachers/Lecturers should plan practical occupational tasks to collect evidence of learning for each unit. These tasks must give learners opportunities to demonstrate the knowledge, understanding and skills described in the unit content (see Section 7). For each unit, learners must present their evidence for assessment in a portfolio.

The portfolio of evidence for each unit **must** contain the following:

- **Evidence of knowledge and understanding (AO1)**
This may take the form of written answers to questions or, where more appropriate, a record of oral responses to questions. It must cover the range of knowledge and understanding set out in the unit content.
- **Evidence of application of knowledge, understanding and skills (AO2)**
Teachers/Lecturers must assess all activities to occupational standards by observing learners' performance in practical tasks.
- **Evidence of analysis and evaluation of their work (AO3)**
Learners should carry out an evaluation for each assessment task within each unit. It should consist of self-reflective statements that analyse and evaluate their performance and indicate how they could make improvements. They should also present an end-of-unit evaluation. This should reflect their new level of knowledge and understanding in the specialist area and the impact it may have on their progression and career opportunities.
- **A diary of activities undertaken**
The diary must be signed and dated during each lesson by the learner and teacher/lecturer and record all activities the learner has carried out as part of the unit.
- **A record of all the assessment evidence**
The record indicates where each piece of assessment evidence can be found.

Evidence in learners' portfolios may be written, photographic or video recorded. Where the evidence includes photographs or videos, centres should obtain permission from parents/guardians first.

Centres should label the evidence and store it securely so that they can make it available for moderators to review later.

We will provide centres with candidate record sheets, which teachers/lecturers must use to record learners' overall marks for each unit.

See unit content for specific assessment guidance for each unit.

E.2 Stretch and challenge

Teachers/Lecturers should identify opportunities for stretch and challenge by incorporating, for example:

- a wider range of question types to address different skills, for example case studies and open-ended questions;
- practical tasks that are more challenging; and
- extended writing within evaluations, where appropriate.

E.3 Internal standardisation

Where more than one teacher/lecturer has been involved in marking for a qualification, there must be a process of internal standardisation to ensure that there is consistent application of the marking criteria.

As a result of internal standardisation, it may be necessary to adjust the marking of an individual teacher/lecturer. This is to bring assessments into line with others in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the candidate record sheet should be amended.

Teachers/Lecturers must use the TAC2 form available at www.ccea.org.uk to show that internal standardisation has taken place both within **and** across units.

If your centre is part of a consortium, it will be the lead centre's responsibility to ensure that the internal standardisation process includes all teachers/lecturers from all centres involved in the consortium.

E.4 External moderation

Marks awarded by the centre will be subject to external moderation, which we carry out. We issue full instructions before moderation takes place in January and May each year on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Centres should keep all assessment materials and related documentation for 12 months after they submit marks, as this work may form part of an enquiry or appeal.

F Links, Resources and Support

F.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk; and
- a subject microsite for Occupational Studies within our website.

We are expanding our range of support to include the following:

- Principal Moderator's reports;
- exemplar pieces of work;
- templates for learner diaries and records;
- agreement trials;
- a resource list;
- exemplification of standards; and
- centre support visits.

F.2 Curriculum objectives

The specification addresses and builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to society, the economy and the environment, by providing opportunities to explore topics such as health, media awareness and work in the local and global economy;
- develop personal skills, such as:
 - self-awareness, active listening, and time management (Personal Development);
 - mutual understanding, managing conflict, and participation (Citizenship);
 - presentation and self-marketing, target setting, and career planning (Employability);
- develop an understanding of social, economic and cultural issues, by providing opportunities to explore topics such as health and safety legislation, recycling of materials, the use of sustainable and environmentally friendly materials, the disposal of waste materials, and costing and resourcing of materials;
- develop vocational skills that will enhance employability, by providing opportunities to select and use appropriate materials, components and hand tools, and to gain an overview of the roles and responsibilities of various occupations;
- make effective use of technology, for example by providing opportunities to create computer aided drawings and source information through the internet; and
- demonstrate creativity and initiative when developing ideas and following them through.

F.3 Key skills

Occupational Studies provides learners with opportunities to develop and generate assessment evidence for the following nationally recognised key skills:

- **Application of Number** – for example by:
 - interpreting information from two different sources;
 - using information to carry out calculations; and
 - interpreting the results of calculations and presenting findings in at least two different ways;
- **Communication** – for example by:
 - taking part in a group discussion;
 - reading and summarising information from at least two documents;
 - giving a talk of at least four minutes; and
 - writing two types of document, each giving different information;
- **Information and Communication Technology** – for example by:
 - finding and selecting information based on judgements of relevance and quality;
 - entering and bringing together information using formats that help development; and
 - developing a presentation so that it is accurate, clear and presented consistently;
- **Working with Others** – for example by:
 - identifying what needs to be achieved together as a group;
 - showing confirmation of the arrangements made for working together; and
 - showing how progress was checked and advice sought from an appropriate person when needed;
- **Problem Solving** – for example by:
 - identifying a problem and accurately describing its main features;
 - planning what needs to be done and identifying which methods and resources to use; and
 - showing that they have successfully solved the problem using the methods given; and
- **Improving Own Learning and Performance** – for example by:
 - providing information to help set realistic targets for what is to be achieved;
 - identifying how to get the support needed and the arrangements for reviewing progress; and
 - identifying what has been learned and how this learning has been used in another task.

F.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

F.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification.

These qualifications require the assessment of a broad range of knowledge, understanding and skills. This is because they prepare learners for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

Reasonable adjustments are made for learners with disabilities. For this reason very few learners, if any, should have difficulty accessing the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications, available at www.jcq.org.uk

F.6 Health and safety

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training, as well as current legislation under the Children (Northern Ireland) Order 1995. Schools' level of insurance and available resources may restrict the choice of units that they are able to offer.

Please note that learners under the age of 16 are not permitted to work with external clients in hairdressing and beauty units, nor are they permitted to work with children. Teachers/Lecturers must supervise learners when they are using specialist tools, equipment and materials.

F.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nuala Braniff
(telephone: (028) 9026 1200, extension 2292, email: nbraniff@ccea.org.uk)
- Officer with Subject Responsibility: Dawn Agnew
(telephone: (028) 9026 1200, email: dagnew@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution (support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Moderation
(telephone: (028) 9026 1200, extension 2236, email: aatmoderation@ccea.org.uk)

Appendix 1

Glossary of terms

| Term | Definition |
|--------------------------|---|
| Centres | Centres are organisations accountable to an awarding body (such as CCEA) for the organisation of assessment arrangements leading to a unit or qualification. |
| Essential Skills | Nationally accredited adult qualifications available throughout Northern Ireland in Entry Level Literacy, Entry Level Numeracy, Level 1 and 2 Communication, and Level 1 and 2 Application of Number. Essential Skills are designed to help individuals improve their performance in a variety of contexts. |
| External moderators | External moderators are appointed, trained and monitored by CCEA and are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. |
| Internal assessment | The process by which teachers/lecturers in a centre assess learners' achievement of the learning outcomes of the unit(s) making up a qualification. |
| Internal standardisation | Where more than one teacher/lecturer has been involved in marking units in an occupational area (for example Business and Services), the centre must review samples assessed by each marker within and across units to ensure that they have applied the performance descriptors consistently to learners' work and make adjustments to marks if necessary. |
| Key Skills | <p>Key Skills underpin our ability to carry out successfully a wide range of tasks in education, employment and whenever and wherever we continue to learn. The six Key Skills are Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance, and Problem Solving.</p> <p>All CCEA qualifications provide opportunities for generating evidence towards achievement of some, or all, of the Key Skills.</p> |

| Term | Definition |
|---|--|
| National Occupational Standards | These set out what a person needs to know, understand and do in relation to identified skills and competences required for the relevant industrial sector. They form the basis of National Vocational Qualifications (NVQs) and vocationally-related qualifications. |
| National Qualifications Framework (NQF) | A framework of levels and categories of qualifications, which have been accredited by the Regulatory Authorities and which enable recognition of achievement and facilitate career progression. |
| Qualifications Administration Handbook | An online document produced by CCEA that contains all the information a centre requires regarding the procedures and policies necessary for the smooth administration of CCEA's qualifications. |
| Register of Regulated Qualifications | An online database of units and qualifications that have been accredited by the Regulatory Authorities. |
| Unit/Learning Outcome | Each qualification is made up of a number of units. Each unit consists of a number of sections which outline its learning outcomes. Learning outcomes consist of the knowledge, skills and understanding a learner must successfully demonstrate and evaluate in order to achieve the qualification. |

Creative Hair Styling on Long Hair

UNIT
25

This unit is suitable for learners who wish to experience the occupational area of hairdressing and beauty therapy. The learner will be required to carry out a consultation with their client and prepare and then dress the hair using a range of techniques into a current upstyle.

On completion of this unit the learner will have gained a foundation of practical skills and theoretical knowledge to allow progression into further education aimed at pursuing a career in the hairdressing industry.

This unit includes:

- consideration of the role of the hairdresser and career opportunities;
- communication skills and client consultation;
- salon policies, regulations and local bylaws;
- consideration of health and safety issues within hairdressing;
- consideration of environmental issues within hairdressing;
- preparing and dressing of hair using a range of techniques into a current upstyle; and
- a review and evaluation of performance.

Learning Outcomes

Section 1 Client Consultation

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- recognise the importance of personal appearance and presentation;
- apply all salon policies and local bylaws relevant to the salon environment to include Personal Protective Equipment (PPE), HASAWA, Electricity at Work Regulations (Northern Ireland) 1991, Control of Substances Hazardous to Health (COSHH) (Northern Ireland) and environmental issues;
- analyse the hair type, length and texture, growth patterns, and client's lifestyle, age, personality, dress sense and occasion and take these into consideration when suggesting a suitable style;
- identify current trends in the upstyling of hair;
- use different types of communication – verbal, non-verbal and written;
- contribute to salon reception duties;
- understand the importance of client confidentiality relating to the Data Protection Act 1998;
- carry out a full consultation with the client prior to preparing and dressing the hair into an upstyle;
- identify problems which may occur and know how to deal with them or when to refer them to the teacher/ lecturer; and
- evaluate their own performance in practical tasks.

Section 2 Preparation of Work Area and Client

Learners should be able to:

- demonstrate that all products used are environmentally friendly, where possible, and ensure manufacturers' instructions are followed;
- prepare self, work area and client in order to meet all salon requirements in relation to health and safety regulations and environmental issues;
- demonstrate how client is positioned correctly at the dress out to minimise fatigue or injury and to maintain client comfort throughout the styling process;
- prepare the client's hair for the intended upstyle; and
- evaluate their own performance in practical tasks.

Section 3 Create a Current Upstyle

Learners should be able to:

- discuss how the hair structure and scalp are affected by humidity, incorrect application of heat and various materials added to secure hair;
- discuss how, when and why the hair should be backcombed and back brushed when dressing hair into an upstyle and the physical effects this has on the hair structure;
- use a range of suitable products which complement the required look;
- use a range of upstyling techniques to include plaiting, fishtails, twisting, curling, knotting, looping and rolling;
- incorporate and secure added hair and accessories to complement and enhance the finished look and secure the hair so that any pins, grips or bands are hidden;
- personalise dressing techniques to suit the style;
- use dressing techniques in a way that does not damage the hair, skin or scalp;
- confirm with the client that they are satisfied that the finished look meets the shape, direction and balance that have been previously discussed;
- use and dispose of products correctly to minimise waste and harm to the environment;
- provide aftercare advice;
- describe three career opportunities in the hairdressing industry;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Evidence of learning can be best demonstrated through practical tasks. Two assessments are required to demonstrate the range of knowledge and skills described in the unit content. These assessments will involve dressing the hair into two distinctively different upstyles using the range of upstyle techniques – plaiting, fishtails, twisting, curling, knotting, looping and rolling. Where needed, hair extensions and/or ornamentation may be added to enhance the finished look.

Practical demonstrations can be supported by oral and/or written questioning to ensure the learner has full knowledge and understanding of how to prepare the hair for an upstyle and of the range of upstyling techniques that need to be used. Photographic/Video evidence should be used to support practical observations.

It is extremely important that all relevant PPE is worn during the styling process and health and safety regulations are followed at all times during practical assessments. In addition learners should be encouraged to consider environmental issues such as recycling, minimising waste, disposing of products correctly and choosing to use fair trade and organic products, where possible.

Exemplar Assessment

Assessment 1

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- carry out a consultation with a client to plan treatment for an upstyle on long hair;
- prepare the work area and client safely and appropriately;
- carry out an upstyle on the client's hair in a professional manner;
- advise the client on aftercare;
- obtain feedback from the client on the service provided; and
- evaluate their own performance in the practical task.

Assessment 2

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- carry out a consultation with a client to plan treatment for an upstyle on long hair (this should be a different upstyle from the one used in Assessment 1);
- prepare the work area and client safely and appropriately;
- carry out an upstyle on the client's hair in a professional manner;
- advise the client on aftercare;
- obtain feedback from the client on the service provided;
- evaluate their own performance in the practical task; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Creative Hair Styling on Long Hair

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|--|---|---|--|
| AO1 | <p>Health and safety, environment, and related careers</p> <p>Materials and related skills and knowledge</p> | <ul style="list-style-type: none"> • Demonstrate excellent understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate excellent understanding of related environmental issues • Demonstrate excellent knowledge of career opportunities in this area • Demonstrate excellent understanding of factors that may affect the client's chosen upstyle requirements in relation to the use of styling products, tools and equipment • Demonstrate excellent understanding of the structure of the hair and how it will be affected by styling, backcombing or brushing and what can be done to minimise the effects of humidity | <ul style="list-style-type: none"> • Demonstrate very good understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate very good understanding of related environmental issues • Demonstrate very good knowledge of career opportunities in this area • Demonstrate very good understanding of factors that may affect the client's chosen upstyle requirements in relation to the use of styling products, tools and equipment • Demonstrate very good understanding of the structure of the hair and how it will be affected by styling, backcombing or brushing and what can be done to minimise the effects of humidity | <ul style="list-style-type: none"> • Demonstrate good understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate good understanding of related environmental issues • Demonstrate good knowledge of career opportunities in this area • Demonstrate good understanding of factors that may affect the client's chosen upstyle requirements in relation to the use of styling products, tools and equipment • Demonstrate good understanding of the structure of the hair and how it will be affected by styling, backcombing or brushing and what can be done to minimise the effects of humidity |

AO1

| | Assessment Criteria | Performance Descriptor Basic 2-1 | Performance Descriptor Basic 2-1 |
|-----|--|--|---|
| AO1 | <p>Health and safety, environment, and related careers</p> <p>Materials and related skills and knowledge</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate satisfactory understanding of related environmental issues • Demonstrate satisfactory knowledge of career opportunities in this area • Demonstrate satisfactory understanding of factors that may affect the client's chosen upstyle requirements in relation to the use of styling products, tools and equipment • Demonstrate satisfactory understanding of the structure of the hair and how it will be affected by styling, backcombing or brushing and what can be done to minimise the effects of humidity | <ul style="list-style-type: none"> • Demonstrate basic understanding of the importance of health and safety in relation to personal appearance, client consultation and salon policies and procedures • Demonstrate basic understanding of related environmental issues • Demonstrate basic knowledge of career opportunities in this area • Demonstrate basic understanding of factors that may affect the client's chosen upstyle requirements in relation to the use of styling products, tools and equipment • Demonstrate basic understanding of the structure of the hair and how it will be affected by styling, backcombing or brushing and what can be done to minimise the effects of humidity |

AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|---|--|---|---|
| AO2 | <p>Application of health and safety regulations and salon policies</p> <p>Consultation and treatment planning</p> <p>Preparation of self, client and work area</p> <p>Select appropriate tools, products and equipment</p> <p>Treatment and service carried out in a methodical and professional manner</p> <p>Aftercare advice and client feedback</p> | <ul style="list-style-type: none"> • Demonstrate excellent skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing an upstyle • Demonstrate excellent skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to an excellent standard • Demonstrate excellent skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate excellent skills and ability while carrying out the upstyling treatment using a range of tools correctly, effectively and safely • Provide client with excellent aftercare advice and encourage client feedback on service and treatment | <ul style="list-style-type: none"> • Demonstrate very good skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing an upstyle • Demonstrate very good skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a very good standard • Demonstrate very good skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate very good skills and ability while carrying out the upstyling treatment using a range of tools correctly, effectively and safely • Provide client with very good aftercare advice and encourage client feedback on service and treatment | <ul style="list-style-type: none"> • Demonstrate good skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing an upstyle • Demonstrate good skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a good standard • Demonstrate good skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate good skills and ability while carrying out the upstyling treatment using a range of tools correctly, effectively and safely • Provide client with good aftercare advice and encourage client feedback on service and treatment |

AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 10–9 | Performance Descriptor Basic 8–7 |
|-----|---|---|---|
| AO2 | <p>Application of health and safety regulations and salon policies</p> <p>Consultation and treatment planning</p> <p>Preparation of self, client and work area</p> <p>Select appropriate tools, products and equipment</p> <p>Treatment and service carried out in a methodical and professional manner</p> <p>Aftercare advice and client feedback</p> | <ul style="list-style-type: none"> • Demonstrate satisfactory skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing an upstyle • Demonstrate satisfactory skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a satisfactory standard • Demonstrate satisfactory skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate satisfactory skills and ability while carrying out the upstyling treatment using a range of tools correctly, effectively and safely • Provide client with satisfactory aftercare advice and encourage client feedback on service and treatment | <ul style="list-style-type: none"> • Demonstrate basic skills when following all health and safety regulations and salon policies, in relation to products, tools and equipment, while completing an upstyle • Demonstrate basic skills while carrying out client consultation and take consultation factors into account while completing a treatment plan • Carry out preparation of self, client and work area to a basic standard • Demonstrate basic skills in the selection of appropriate tools, products and equipment needed to achieve the finished style before beginning treatment • Demonstrate basic skills and ability while carrying out the upstyling treatment using a range of tools correctly, effectively and safely • Provide client with basic aftercare advice and encourage client feedback on service and treatment |

AO3

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|-----|--|---|--|--|
| AO3 | <p>Task evaluation</p> <p>Final evaluation</p> | <ul style="list-style-type: none"> Show evidence of an excellent evaluation for each practical assessment task Produce excellent self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Show evidence of a very good evaluation for each practical assessment task Produce very good self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Show evidence of a good evaluation for each practical assessment task Produce good self-reflective statements about the learning process in this unit |

AO3

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|-----|--|--|--|
| AO3 | <p>Task evaluation</p> <p>Final evaluation</p> | <ul style="list-style-type: none"> Show evidence of a satisfactory evaluation for each practical assessment task Produce satisfactory self-reflective statements about the learning process in this unit | <ul style="list-style-type: none"> Show evidence of a basic evaluation for each practical assessment task Produce basic self-reflective statements about the learning process in this unit |

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

| Learner Outcome | Excellent | Very Good | Good | Satisfactory | Basic | Unworthy of Credit |
|---|-----------|--------------------------|------|--------------------------|-------|--------------------|
| | 10–9 | 8–7 | 6–5 | 4–3 | 2–1 | 0 |
| A01 | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| A02 | | | | | | |
| Application of health and safety regulations and salon policies | | | | | | |
| Consultation and treatment planning | | | | | | |
| Preparation of self, client and work area | | | | | | |
| Select appropriate tools, products and equipment | | | | | | |
| Treatment and service carried out in methodical and professional manner | | | | | | |
| Aftercare advice and client feedback | | | | | | |
| A03 | | | | | | |
| Task evaluation | | | | | | |
| Final evaluation | | | | | | |
| Total score per column | | | | | | |
| Total score for unit (max 100) | | | | | | |
| My Diary completed | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | | |
| My Record completed | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | | |

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.