

Level 3 Diploma in Women's Hairdressing (South Africa)

Qualification handbook for centres

3002-74 Level 3 Diploma in Women's Hairdressing (South Africa)

www.cityandguilds.com
September 2015
Version 1.4



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Qualification title	Number	Ofqual ref.
Level 3 Diploma in Women's Hairdressing (South Africa)	3002-74	500/9099/9

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Version and date	Change detail	Section
1.2 November 2013	Amendment to error in overall RoC chart re unit 311 – the credit value amended to 4 and the GLH amended to 37. Overall recommended GLH changed to reflect this and amended to 635.	2. Qualification Structure
1.3 March 2014	Updated range – unit 303 (p.24)	Units
1.4 September 2015	Removed reference to the development of example unit resource list (p.9)	Resource requirements

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Last registration date	Last certification date
Level 3 Diploma in Women's Hairdressing (South Africa)	3002-74	500/9099/9	31/1/2015	31/1/2018

The following documents contain essential information on City & Guilds qualifications and should be referred to in conjunction with this handbook. These documents are available on line from www.cityandguilds.com.

Publication	Content
<i>Providing City & Guilds qualifications – a guide to centre and qualification approval</i>	This provides detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.
<i>Ensuring quality</i>	This has updates on City & Guilds assessment and policy issues
<i>Walled Garden</i>	This contains details of the qualification structure, registration and certification procedures and fees.

Qualifications summary

These qualifications are based on the National Occupational Standards. They are preparation for work qualifications which require learners to develop the skills and knowledge required in the hair industry.

Opportunities for progression

The Level 3 Diplomas/Awards in Hairdressing and Barbering are suitable for people who have taken a level 2 or level 3 qualifications, and/or have been working in the industry and are looking to accredit their skills and knowledge. These qualifications provide progression opportunities for those with intentions of progressing into employment or onto a NVQ/SVQ level 3 qualification.

2 Qualification structure

3002-74 Level 3 Diploma in Women's Hairdressing (South Africa) – 500/9099/9

A minimum of 80 credits is required to achieve the Level 3 Diploma in Women's Hairdressing (South Africa). All mandatory units must be achieved. Learners can elect to undertake elective units and / or Evolve assessments for the mandatory units. The recommended GLH is 635 hours.

Mandatory Units (all must be completed)	Credits	GLH
302 Monitor and maintain health and safety practice in the salon	4	24
303 Hairdressing consultation support for colleagues	3	30
304 Cut women's hair to create a variety of looks	8	75
305 Style and dress hair using a variety of Techniques	7	60
306 Colour hair to create a variety of looks	11	90
307 Human Resource Management within the Hair and beauty Sector	7	60
308 Perm hair to create a variety of looks	7	60
309 Provide Hair Extension services	5	45
311 Bridal Hairstyling	4	37
316 Creative Hairdressing Design Skills	8	60
317 Promote and sell products and services to clients	4	34
410 Hair Colour Correction	12	60
703 Women's Hairdressing and Barbering Knowledge Test		
Elective Units and Evolve Tests (none of these units or tests have to be completed)		
310 Make and Style a Hair Addition	7	60
312 Cut men's hair to create a variety of looks	5	44
313 Cut facial hair to create a variety of looks	4	32
314 Style and finish African Type Women's hair using a variety of techniques	5	41
315 Relaxing services for African Type hair	5	44
602 Carry out and Monitor Health and Safety Practice in the Salon		
603 Consultation Support for Colleagues on Hair Services		
604 Cut Women's Hair to Create a Variety of Looks		
605 Style and Dress Hair using a Variety of Techniques		
606 Colour Hair to Create a Variety of Looks		
607 Human Resources Management		
608 Perm Hair to Create a Variety of Looks		
609 Hair Extensions		
610 Make and Style a Hair Addition		
611 Bridal Hairstyling		
612 Cut Men's Hair to Create a Variety of Looks		
613 Cut Facial Hair to Create a Variety of Looks		
616 Creative Hairdressing Design Skills		
710 Colour Correction		

2.1 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Assessment Pack	Downloadable from our website
Qualification Handbook	Downloadable from our website
Fast track approval forms	Please contact your regional office direct. Downloadable from our website
Candidate logbook	learningmaterials@cityandguilds.com to place an order or via the walled garden
Smartscreen	www.smartscreen.co.uk

The Assessment pack is password protected the password is available on the Walled Garden.

3 Centre requirements

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

3.1 New centres to City & Guilds qualifications in this subject area

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds Qualifications* - a guide to centre and qualification approval is downloadable from the City & Guilds website.

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Further details of reasons for suspension and withdrawals, procedures and timescales, are contained in *Providing City & Guilds Qualifications*.

3.2 Centres already offering City & Guilds qualification in this subject area

Centres approved to offer 6902 Diplomas in Hairdressing and Barbering, N/SVQ Level 3 or above in Hairdressing (3014/3008) may apply for approval for the 3002 Level 3 Award/Diploma in Hairdressing and Barbering using the fast track approval form, available from the City & Guilds website www.cityandguilds.com

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

3.3 Resource requirements

Physical resources

Centres must have access to the range of services, professional products, tools, materials and equipment in the centre or workplace to ensure learners have the opportunity to cover all of the practical activities.

The equipment must meet industry standards and be capable of being used under normal working conditions.

Use of simulation (head block and fake body parts)

The use of head blocks and fake body parts for summative assessment may **only** be used for the following units.

- Level 3 Unit – Perm to create a variety of looks

Simulation for these units should only be used once the use of models, peers and clients has been exhausted (the best form of assessment would always be on a real person, as this is a preparation for employment qualification). **If a head block or fake body part has been used in a summative assessment then this needs to be recorded by the Assessor.**

Realistic learning environment requirements (RLE)

All City & Guilds VRQs must be assessed in facilities that meet acceptable, current industry standards for the specific qualification area.

Centres must ensure that access to the range of services or treatments and required professional products, tools, materials and equipment is maintained in the centre and / or workplace to meet the qualification needs and enable candidates' to cover all of the required practical activities.

The learning and assessment setting should incorporate a real, or simulated but realistic learning environment. These facilities must provide candidates with experience of working in and under realistic commercial conditions during assessment.

The learning environment must meet any bye-laws, legislation or legal authority requirements that would affect a similar commercial establishment as well as meeting the requirements of a vocational education establishment.

For the purpose of City & Guilds VRQs **clients** are defined as people seeking the service or treatment being assessed, which can include friends, peers, models and family members. There is no requirement for these clients to pay.

A suitable, controlled area for testing must be provided and arrangements must be made for the secure storage of assessment materials and records. Acceptable facilities for Evolve online testing must be maintained where the VRQ requires online testing of knowledge and understanding

Centre staff

Centre staff must satisfy the requirements for occupational expertise for these qualifications. Quality assurance coordinators and assessors must:

1. have verifiable and relevant current or real industry experience and competence of the occupational working area at or above the level being assessed and evidence of the quality of occupational experience to ensure the credibility of the assessment judgements. Appropriate evidence will include:
 - curriculum vitae and references
 - achievement of a relevant qualification
 - continuing professional development (CPD)
2. only assess in their acknowledged area of occupational competence
3. participate in training activities for their continued professional development
4. be competent in making accurate assessment decisions: it is recommended that assessors hold, or are working towards, Learning and Development unit A1; or hold units D32 and D33 and assess to A1 standard.

Internal quality assurers (IQAs – previously called IVs) and assessors must have verifiable and relevant **current** industry experience and competence of the occupational working area at or above the level being assessed, and evidence of the quality of **occupational experience** to ensure the credibility of the assessment judgements. Newly qualified hairdressers, barbers, therapists, make-up artists and nail technicians must have gained significant post qualification commercial experience before commencing these roles. For the avoidance of doubt, those who have no occupational experience cannot assess these VRQs. Appropriate evidence will include CVs, References, Qualification Certificates, CPD records, Product Evidence, Video Evidence. This list is not exhaustive and other relevant methods may be considered. Please contact your Qualification Consultant for guidance.

- i. Staff must only assess or quality assure in their acknowledged area of occupational competence.
- ii. Staff must participate in relevant training activities for their continued professional development (see CPD requirements).

Assessors and quality assurers of VRQs must be competent and experienced in making accurate assessment decisions; it is therefore highly recommended that the assessor and quality assurance qualification have been obtained or that they are being worked towards. It is highly recommended that new VRQ assessors work towards or hold either the Learning and Development unit A1 or the relevant TAQA unit.

Assessor and verifier requirements

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuous professional development (CPD) in VRQs

For City & Guilds VRQs centre staff must continue to meet the requirements for occupational expertise for the specific qualification(s) they assess or quality assure.

Assessors and quality assurers must be able to demonstrate how they keep their technical skills and knowledge up-to-date and to the occupational level in which they are assessing and/or quality assuring

Continuing Professional Development (CPD) must take place throughout the careers of assessors and quality assurers

This **must** include the completion of a minimum number of **30** hours CPD in each twelve month period using activities approved for CPD which do not have to be consecutive. (see below).

The CPD requirement must be carried out on **one or a combination of** the types of activities listed below. **No activity will carry a 'double hours' allowance.**

- 'hands on' delivery of relevant services/treatments to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- undertaking technical training that develops new and/or updates existing skills and/or knowledge levels
- further relevant qualifications.

The following activities **will not** count towards CPD:

- reading the trade press and books
- listening to tapes and watching DVDs .

Individuals must provide relevant and suitable evidence that CPD has taken place within each 12 month period to be measured from 1 September - 31 August.

Calculating CPD hours

- CPD for existing assessors and quality assurers is measured within each 12 month period, taken from 1 September – 31 August each year.
- CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.
- Assessors and quality assurers who take leave from assessment or quality assurance duties during any twelve month period will be able to collect CPD pro rata.
- The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37 hour week. **However, a minimum of 5 hours CPD in any twelve month period must be carried out by all part time assessors and quality assurers.**
For example, an assessor contracted for 7 hours/week : $7 \div 37 \times 100 =$ approx. 20% of a full time assessor. $20\% \times 30$ hours = 6 hours CPD in any 12 month period.
- A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.
- If you are an assessor **and** quality assurer, you only have to do the minimum of 30 hours CPD, **not** 60 hours.

3.4 Candidate entry requirements

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully. Some of the qualifications are not suitable for pre-16 candidates, these are indicated in Section 2.

3.5 Quality Assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures are provided in *Providing City & Guilds Qualifications*. This document also explains the tasks, activities and responsibilities of quality assurance staff.

External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that there is validity, reliability and good practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- visit centres regularly to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and City & Guilds.

External quality assurance for the qualifications will be provided by the usual City & Guilds quality assurance process.

Further details of the role of external verifiers are given in *Providing City & Guilds Qualifications*.

3.6 Registration and certification

Full details of City & Guilds' administrative procedures for these qualifications are provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration
- enrolment numbers
- fees
- entry for examinations
- certification.

These details are also available on Walled Garden.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, which are specified on the Walled Garden.

4 Assessment

The summative assessments for the qualifications require the candidates to undertake:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line tests.

NB Candidates can use either the on-line test or knowledge tasks in the assignments. Learners are **not** required to undertake both for a unit, but can use a combination to achieve the qualification.

On-line tests

City & Guilds have produced on-line tests for each unit to cover the knowledge and understanding assessment requirements. The on-line assessments are available via the Evolve system. Information on how to become a Evolve centre can be found on our website <http://www.cityandguilds.com>.

To register your candidates on the qualification and Evolve, it is important to use the correct number. Please refer to the Walled Garden for these numbers. It is important to remember that once a candidate has registered onto the qualification (including Evolve) there is the flexibility to use either Evolve or the knowledge tasks in the assignments. A combination of both is acceptable.

Centres are required to set up a Evolve profile in order to offer online examinations to learners. Setting up a Evolve profile is a simple process that need only be completed once by the centre. Details of how to set up the profile and Evolve technical requirements are available on the City & Guilds website ([www.city-and-guilds.com /e-assessment](http://www.city-and-guilds.com/e-assessment)). The Evolve section of the website also has details of the Evolve helpline for technical queries and downloads for centres and candidates about Evolve examinations.

Service / Treatment times in VRQs

Service times in VRQs are not generally specified; however the overall 'preparation for work' objective of City & Guilds VRQs requires that all practical assessments, unless specifically stated should be completed within commercially acceptable times relevant to the level of qualification involved.

The relevant N/SVQ maximum service times may be used as a guide, although these should not be applied strictly. Assessors should use their professional discretion, particularly for situations where client factors would require additional time in normal commercial practice.

To ensure consistency across assessors centres should develop agreed maximum service times for use within their centre.

Glossary of terms & Guidance notes

Technical training - external and internal workshops and training sessions can be used..

Commercial salon - this is defined as a salon where the majority of stylists/therapists are already qualified and the main function of the salon is **not** training and assessment. If a training salon in a centre is closed and reopened as a commercial salon e.g. during holiday periods, then this is an acceptable location for CPD to be undertaken

Qualification work - the aim of this option is to encourage assessors and quality assurers to gain new knowledge and skills. Work undertaken for this option must lead to a formally assessed and accredited qualification

30 hours can be claimed on the achievement of any technical unit qualification in any one CPD year.

5 Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

In particular, staff should consider the skills and knowledge related to the National Occupational Standards.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications.

Relationship to other qualifications and wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualifications:

- relationship to National Occupational Standards can be found in Appendix 1
- opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualifications have been identified, and can be found in Appendix 2.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment (for example, practical assessment, assignment) the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have failed the assessment. Candidates may retake the assessment at a later date, at the discretion of the centre. In any cases of doubt, guidance should be sought from the external verifier.

Data protection and confidentiality

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds Qualifications*.

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Centre toolkit*.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds Qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds Qualifications* and is also available from the City & Guilds Customer Relations department.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access to assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds Qualifications*. There is also appeals information for centres and learners on the City & Guilds website or available from the Customer Relations department.

6 Unit specifications

The qualifications comprise of a number of **units**. A **unit** describes what is expected of a candidate in particular aspects of his/her job.

Each unit is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance, and knowledge and understanding) which specify the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a **learning outcome** and its **assessment criteria** by setting out the various circumstances in which they are to be applied.

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- title
- unit reference
- rationale, aim and any entry requirements (where specified)
- list of learning outcomes for the unit
- statement of guided learning hours
- connections with other qualifications, eg NOS
- assessment details
- learning outcomes in detail expressed as practical skills and underpinning knowledge.

Unit 302

Monitor and Maintain Health and Safety Practice in the salon

Level: 3

Credit value: 4

UAN number: R/600/8780

Unit aims

The aim of this unit is about making sure that statutory and work place instruction are being carried out in order to monitor the operation of health and safety procedures

The skills developed by the learner include monitoring, maintaining and supporting health, safety and security practices in the salon and following and carrying out emergency procedures.

The knowledge acquired by the learner will enable them to understand and explain the main provision of the Health and Safety at Work Act, assess hazards and carry out risk assessments and monitor emergency procedures requirements.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to carry out a risk assessment
2. Be able to monitor health and safety in the salon

Guided learning hours

It is recommended that 24 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit G22 Monitor procedures to safely control work operations.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 302

Monitor and Maintain Health and Safety Practice in the salon

Outcome 1

Be able to carry out a risk assessment

Practical skills

The learner can:

1. carry out risk assessments and take necessary actions.

Underpinning knowledge

The learner can:

1. state the **reason for carrying out risk assessments**
2. describe the procedures for carrying out a risk assessment
3. describe **when risk assessments should be carried out**
4. outline **necessary actions** to take following a risk assessment.

Range

Reason for carrying out risk assessments

To ensure safety in the salon.

When risk assessments should be carried out

Change to salon environment, new service or product, personal circumstances.

Necessary actions

Record the risk assessment, report to salon manager or owner, update risk assessment information, inform staff.

Unit 302

Monitor and Maintain Health and Safety Practice in the salon

Outcome 2

Be able to monitor health and safety in the salon

Practical skills

The learner can:

1. monitor and **support** the work of others to ensure compliance with health and safety requirements.

Underpinning knowledge

The learner can:

1. outline the health and safety **support** that should be provided to staff
2. outline procedures for dealing with different types of security breaches
3. explain the need for **insurance**.

Range

Support

Clarification of existing requirements, induction for new staff, updating of information, specific training.

Insurance

Public liability, product and treatment liability, employer's liability.

Level: 3

Credit value: 3

UAN number: H/600/9061

Unit aims

The aim of this unit is about the particular skills involved in supporting colleagues, analysing problems reported during consultation with clients. The knowledge gained in this unit includes consultation techniques, recognising skin, hair and scalp disorders, use of confidential information.

Learning outcomes

There is **one** learning outcome to this unit. The learner will:

1. Be able to provide consultation support to colleagues

Guided learning hours

It is recommended that 30 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit G21 Provide hairdressing consultation services.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 303

Hairdressing Consultation support for Colleagues

Outcome 1

Be able to provide consultation support to colleagues

Practical skills

The learner can:

1. communicate effectively with colleagues and their clients in a manner that maintains client goodwill, trust and confidentiality
2. deal with **analysis problems** reported by colleagues promptly
3. make sure **client records** are accurately completed
4. balance the client requirements with salon resources
5. provide the **type of support** required for the reported **analysis problems**
6. provide clear **recommendations** based on client requirements and the outcome of analysis of their hair, skin and scalp

Underpinning knowledge

The learner can

1. explain how and why tests are carried out for different services
2. state the likely causes of **adverse hair, skin and scalp conditions**
3. state which **adverse hair, skin and scalp conditions** should be referred to **other specialists**
4. explain the salon's policy for referring clients to **other specialists** when requested services are not offered
5. describe how to take part in group discussions in a way that will maintain client goodwill and confidentiality
6. state the importance of recording client responses to questions about contra-indications

Range

Analysis problems

Unrecognised hair conditions, unrecognised skin and scalp conditions, unrealistic and persistent client requests, unexpected test results.

Client records

Salon service record cards, written client responses to questions about contra-indications.

Type of support

Technical clarification to colleagues, visual identification of adverse hair, skin or scalp conditions, specific recommendations to clients with unrealistic expectations, referral to other specialists.

Recommendations

Specific advice on delivery of requested service and use of products, alternative services, alternative products, referral to other salons, referral to other specialists.

Adverse hair, skin and scalp conditions

Pediculosis capitis, scabies, tinea capitis, eczema, psoriasis, folliculitis, keloids, dandruff, alopecia, in-growing hair and impetigo.

Other specialists

Pharmacist, General Practitioner, Registered Trichologist

Level: 3

Credit value: 8

UAN number: Y/600/8635

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to cut women's hair to create a variety of looks.

The skills developed by the learner include graduation, layering, and club cutting, scissor-over-comb, clipper-over-comb, texturising, freehand, tapering and thinning. The ability to combine and adapt cutting techniques to create highly personalised looks will also be developed.

The knowledge acquired by the learner will enable them to understand how to maximise the potential of the clients hair taking into account all factors, the effect cutting hair at different angles has on the haircut, the importance of applying the correct degree of tension to the hair when cutting and the safety considerations that must be taken into account.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for cutting hair
2. Be able to provide a cutting service

Guided learning hours

It is recommended that 75 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit GH16 Creatively cut hair using a combination of techniques.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an online test

Unit 304

Outcome 1

Cut Women's Hair to Create a Variety of Looks

Be able to prepare for cutting hair

Practical skills

The learner can:

1. prepare themselves, the client and work area for cutting services
2. use suitable **consultation techniques** to identify service objectives
3. evaluate the potential of the hair to achieve the desired look by identifying influencing **factors**
4. provide clear recommendations to the client based on **factors**

Underpinning knowledge

The learner can:

1. describe the range of **looks** for women
2. explain how to achieve **looks** for women using a combination of **cutting techniques**
3. explain the **safety considerations** that must be taken into account
4. describe the **factors** that need to be considered when cutting hair
5. explain how to maximise the potential of the client's hair taking into account identified **factors**
6. describe the different **consultation techniques** used to identify service objectives
7. describe the salon's requirements for client preparation, preparing themselves and the work area

Range

Consultation techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expression.

Use of: visual aids, client records.

Factors

Hair: wet, dry, curly, straight.

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications.

Looks

Short graduation, long graduation, reverse graduation, asymmetric, textured, disconnected.

Cutting techniques

Club cutting, scissor over comb, clipper over comb, texturising, freehand, tapering, thinning, disconnecting.

Safety considerations

Handling scissors, protection from infection and cross infection, handling electrical equipment, department, trip hazards from hair cuttings, first aid procedures

Unit 304

Outcome 2

Cut Women's Hair to Create a Variety of Looks

Be able to provide a cutting service

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **cutting tools and equipment** required to achieve the desired look
3. establish and follow guidelines where required to achieve the required **look**
4. combine and personalise **cutting techniques** to take account of the identified factors and the desired look
5. position themselves and the client correctly throughout the service to ensure the accuracy of the cut
6. check the cut to ensure required balance, weight distribution and shape
7. create a finished cut that is to the satisfaction of the client
8. provide suitable **aftercare advice**
9. follow **safe and hygienic working practices**.

Underpinning knowledge

The learner can:

1. outline **safe and hygienic working practices**
2. describe the correct use and routine maintenance of **cutting tools and equipment**
3. explain the effect cutting hair at different angles has on the finished look
4. state the importance of applying the correct degree of tension to the hair when cutting
5. state the importance of checking the cut
6. describe the **aftercare advice** that should be provided
7. state how to **communicate** and behave within a salon environment.

Range

Communicate

Speaking, listening, body language, reading recording, following instructions using a range of related terminology.

Cutting tools and equipment

Scissors, electrical clippers, razor, thinning scissors.

Look

Short graduation, long graduation, reverse graduation, asymmetric, textured, disconnected.

Cutting techniques

Club cutting, scissor over comb, clipper over comb, texturising, freehand, tapering, thinning, disconnecting.

Aftercare advice

Recommend time intervals between cuts, how to maintain the look, suitable styling and finishing products to use, identifying additional services.

Effects of cutting hair

Importance of applying correct degree of tension

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and self, removal of accessories.

Unit 305

Style and Dress Hair Using a Variety of Techniques

Level: 3

Credit value: 7

UAN number: R/600/8634

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to style women's hair using a variety of techniques.

The skills developed by the learner include the use of hair-up techniques on long hair to create a personalised effect.

The knowledge acquired by the learner will enable them to understand how the use of products during styling can prolong the style.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for a styling service
2. Be able to provide a styling service

Guided learning hours

It is recommended that 60 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit GH19 Creatively style and dress hair.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 305

Style and Dress Hair Using a Variety of Techniques

Outcome 1

Be able to prepare for a styling service

Practical skills

The learner can:

1. prepare themselves, the client and work area for styling services
2. use suitable **consultation techniques** to identify service objectives
3. evaluate the potential of the hair to achieve the desired style by identifying the influencing **factors**
4. provide clear recommendations to the client based on **factors**.

Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account when styling and dressing hair
2. describe the **factors** that need to be considered when styling and dressing hair
3. describe the **physical effects** of styling on the hair
4. describe the effect humidity has on the hair during setting
5. state the importance of planning **hair-up styles** for special occasions
6. describe a range of styles for women
7. describe the different **consultation techniques** used to identify service objectives
8. describe the salon's requirement for client preparation, preparing themselves and the work area.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Factors

Hair: wet, dry, curly, straight.

Head and face shape, growth patterns, hair density, hair length, image, occasion, haircut, elasticity, hair texture, contra-indications.

Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, deportment, first aid procedures.

Physical effects

Appearance of the hair, structural changes

Hair up styles

Plaiting, braiding, twists, knots, barrel curls, weaving.

Unit 305

Style and Dress Hair Using a Variety of Techniques

Outcome 2

Be able to provide a styling service

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **products, tools and equipment** to achieve the desired effect
3. position them self and the client correctly throughout the service
4. combine and adapt **styling techniques** to achieve the desired effects
5. personalise **dressing techniques** to take account of influencing **factors**
6. create a finished style that is to the satisfaction of the client
7. provide suitable **aftercare advice**
8. follow **safe and hygienic working practices**.

Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of styling **equipment and tools**
2. describe the techniques used for **styling** and **dressing**
3. explain the importance of using styling and finishing **products** on the hair
4. explain the importance of controlling and securing long hair effectively
5. explain the importance of considering tension in **hair-up styles**
6. explain the **effects of incorrect use of heat** on the hair and scalp
7. state the **purposes of backcombing and back brushing** when dressing hair
8. describe the methods used to secure ornamentation in **hair-up styles**
9. describe the **aftercare advice** that should be provided
10. outline **safe and hygienic working practices**
11. state how to **communicate** and behave within a salon environment.

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

Products

Styling: lotions, mousses, gels, heat protectors.

Finishing: sprays, waxes, gels, serums, dressing creams, oils.

Tools and equipment

Hand held dryer, hood dryer, diffuser, nozzle, rollers secured with pins, pin curl clips, round brushes, flat brushes, straighteners, curling tongs, heated rollers.

Styling techniques

Setting, blow drying, finger-drying, pin curling, finger waving, use of heated styling equipment, waving, smoothing, straightening.

Curling: point to root, root to point.

Dressing techniques

Backcombing, back brushing, shaping, moulding, rolls, knots, twists, plaits, curls, woven effects.

Factors

Hair: wet, dry, curly, straight.

Head and face shape, growth patterns, hair density, hair length, image, occasion, haircut, elasticity, hair texture, contra-indications.

Aftercare advice

How to maintain the look, suitable styling and finishing products to use, identifying additional services.

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Hair-up styles

Plaiting, braiding, twists, knots, barrel curls, weaving.

Effects of incorrect use of heat

Temperature, direction of air flow, frequency of use.

Purposes of backcombing and back brushing

Styling: duration, shape, securing.

Level: 3

Credit value: 11

UAN number: D/600/8636

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to colour hair to create a variety of looks.

The skills developed by the learner include using combination techniques and colours to create a personalised colour service.

The knowledge acquired by the learner will enable them to understand how to select suitable techniques and products, and solve colour problems identified during the service.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for a colouring service
2. Be able to provide a colouring service

Guided learning hours

It is recommended that 90 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit GH17 Colour hair using a variety of techniques.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 306

Outcome 1

Colour Hair to Create a Variety of Looks

Be able to prepare for a colouring service

Practical skills

The learner can:

1. prepare themselves, the client and work area for colouring services
2. use suitable **consultation techniques** to identify service objectives
3. evaluate the potential of the hair to achieve the desired look by identifying influencing **factors**.
4. provide clear recommendations to the client based on **factors**

Underpinning knowledge

The learner can:

1. describe the range of **colouring techniques**
2. describe the **factors** that need to be considered when colouring and lightening hair
3. describe the effects that colouring and lightening **products** have on the hair structure
4. explain how natural hair pigmentation affects colour selection
5. explain the reasons for **pre-lightening**
6. explain the importance of carrying out **tests** prior and during the colouring process and recording the results
7. explain the principles of colour selection
8. explain how the international colour chart is used to select colour
9. explain how to remedy **correction requirements** identified during consultation
10. explain how to use pre-softening and pre-pigmenting during a colouring service
11. state what percentage and volume strength hydrogen peroxide means
12. describe the different **consultation techniques** used to identify service objectives
13. describe the salon's requirement for client preparation, preparing themselves and the work area
14. explain the **safety considerations** that must be taken into account when colouring and lightening hair.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Factors

Skin tone, previous services, existing colour, lifestyle, hair condition, results of tests, client requirements, hair cut, strength of hydrogen peroxide, density, porosity, percentage of white hair.

Colouring techniques

Combination of colour, combination of techniques, weaving, slicing, block, full-head, partial head.

Products

Quasi-permanent, semi-permanent, permanent, lightener, toner, temporary

Pre-lightening

Pre-lightener: product that removes melanin and pheomelanin and does not deposit tone.

Tests

Skin, elasticity, porosity, incompatibility, test cutting, colour development strand test.

Correction requirements

Base too dark, base too light, colour fade, restoring depth and tone, neutralising colour tone, translucent result

Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, decontamination, first aid procedures, risk of allergic reaction.

Unit 306

Outcome 2

Colour Hair to Create a Variety of Looks

Be able to provide a colouring service

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **colouring techniques, products, tools and equipment** to colour the hair
3. prepare and apply the colour and lightening **products** to complement the desired look
4. position themselves and the client correctly throughout the service
5. monitor the development of the colour accurately following manufacturers' instructions
6. remedy **problems** that may occur during the colouring process
7. check that the colour is thoroughly removed from the hair and scalp without disturbing any packages still requiring development
8. apply a suitable conditioner or post colour treatment to the hair following manufacturers' instructions
9. create a finished look that is to the satisfaction of the client
10. provide suitable **aftercare advice**
11. follow **safe and hygienic working practices**.

Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **tools and equipment**
2. describe the colouring process for the range of colour and lightening products
3. describe how to remedy colour **problems** identified during colouring and lightening processes
4. state the importance of restoring the hairs pH after colouring
5. describe the **aftercare advice** that should be provided
6. outline **safe and hygienic working practices**
7. state how to **communicate** and behave within a salon environment.

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

Colouring techniques

Slicing, Block colour, weaving

Tools and equipment

Brush and bowl, colour packages (foils/wraps), foil, applicator bottle, spatula, steamer, infra-red, drying equipment.

Products

Quasi-permanent, semi-permanent, permanent, lightener, toner.

Problems

Colour result, adverse reaction, seepage, hair deterioration.

Aftercare advice

How to maintain colour, suitable shampoo and conditioning products, future salon services, use of heated styling equipment, how lifestyle can affect the durability of colour.

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal and accessories

Unit 307

Human Resource Management within the Hair and Beauty Sector

Level: 3

Credit value: 7

UAN number: M/601/2481

Unit aims

The aim of this unit is allow the learner to develop an understanding of human resources management in relation to the hair and beauty sector; covering relevant employment legislation, modes of employment and relevant legislation to these employment options, employment rights and responsibilities, recruitment methods, job description, contracts of employment, appraisal systems, Continual Professional Development (CPD) and training opportunities.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to research Human Resource Management
2. Be able to carry out a practical presentation

Guided learning hours

It is recommended that 60 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 307

Human Resource Management within the Hair and Beauty Sector

Outcome 1

Be able to research Human Resource Management

Practical skills

The learner can:

1. research into Human Resource Management
2. use a variety of presentation methods including ICT
3. **communicate** and behave in a professional manner
4. follow **safe and hygienic working practices**

Underpinning knowledge

The learner can:

1. describe the purpose of job descriptions
2. describe the purpose of contracts employment
3. state methods of **employment options**
4. explain relevant employment legislation, **rights and responsibilities**
5. identify a range of **ICT applications** that can be used in the hair and beauty sector
6. explain how to **communicate** in a professional manner

Range

Communicate

Speaking, listening, body language, reading, following instructions, giving instructions, presentation.

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal and accessories.

Employment options

Self employment, full or part time, permanent or temporary.

Rights and responsibilities

Rights: contract of employment, minimum wage, safe working environment, training (CPD)

Responsibilities: work safely to meet salon and legal requirements.

ICT applications

Internet searches, word processing, spreadsheets, databases, presentations.

Unit 307

Human Resource Management within the Hair and Beauty Sector

Outcome 2

Be able to carry out a practical presentation

Practical skills

The learner can:

1. present a practical demonstration
2. evaluate the presentation

Underpinning knowledge

The learner can:

1. state the cost implications of staff
2. describe the **methodology of retaining staff**
3. describe the function of **industry associations**

Range

Methodology of retaining staff

Psychology of team behaviour, effective communication, motivation, conflict resolution, appraisals.

Industry associations

Advisory, Conciliation of Arbitration Services (ACAS), Hair and Beauty Industry (Habia), National Hairdressers Federation (NHF), Federation of Holistic Therapists (FHT), Guild of Holistic Therapists, Guild of Beauty Therapists, Guild of Nail Technicians, British International Spa Associations (BISA), Hairdressing Council, Guild of Hairdressers, Fellowship of British Hairdressing.

Level: 3

Credit value: 7

UAN number: F/600/8533

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to perm hair to create a variety of looks.

The skills developed by the learner include a variety of winding techniques to create a personalised service.

The knowledge acquired by the learner will enable them to understand the importance of selecting suitable winding techniques and how to problem solve.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare to creatively perm the hair
2. Be able to creatively perm hair

Guided learning hours

It is recommended that 60 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit GH22 Create a variety of permed effects.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 308

Outcome 1

Perm Hair to Create a Variety of Looks

Be able to prepare to creatively perm the hair

Practical skills

The learner can:

1. prepare themselves, the client and work area for creatively perming hair
2. use suitable **consultation techniques** to identify service objectives
3. evaluate the potential of the hair to achieve the desired look by identifying influencing **factors**
4. provide clear recommendations based on **factors**.

Underpinning knowledge

The learner can:

1. describe the salon's requirements for client preparation, preparing them self and the work area
2. compare the range of **perming products, tools and equipment** and the effects produced
3. describe the different **consultation techniques** used to identify service objectives
4. explain the importance of carrying out the necessary **tests** prior to and during the service and recording the results
5. explain the importance of following manufacturers' instructions
6. describe the **factors** that need to be considered
7. explain the **safety considerations** that must be taken into account
8. describe the salon's **requirement for client preparation**, preparing themselves and the work area.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Factors

Client requirements, hair texture, hair growth patterns, hair cut and length, hair density, direction and degree of movement required, client lifestyle, test results, previous services, degree of existing curl, temperature.

Perming products

Acid, alkaline.

Tools and equipment

Pin-tail comb, wide tooth comb, perm rods (this includes any suitable medium used), band protectors, heat radiating equipment, sponge, bowl, applicator bottle.

Tests

Porosity, elasticity, incompatibility, development test curl, pre-perm test curl.

Safety considerations

Client preparation, PPE, COSHH, manufacturers' instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures, protection from infection and cross infection.

Requirements for client preparation

Preparing the hair for different typed of perm, protection for the client, protection for self, positioning the client and self.

Unit 308

Outcome 2

Perm Hair to Create a Variety of Looks

Be able to creatively perm hair

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use products and **winding techniques**, which take into account the influencing **factors**
3. follow **safe and hygienic working practices**
4. monitor the development of the perming and neutralising processes, following manufacturers' instructions
5. use creative finishing techniques to achieve the desired look
6. confirm the client's satisfaction with the finished effect
7. provide suitable **aftercare advice**.

Underpinning knowledge

The learner can:

1. explain the effects of **perming products** and neutralisers on the molecular structure of the hair
2. describe how the chemical composition of different types and strengths of **perming products** affects their use on different hair types
3. describe the use of pre-perm and post-perm treatments on the hair structure
4. explain the importance of accurate timing and thorough rinsing of products
5. explain the sectioning and **winding techniques** that are suitable for different types of hair and the effects that can be created
6. outline **safe and hygienic working practices**
7. describe the types and causes of **problems** that can occur during the perming and neutralising and how to remedy them
8. state how to **communicate** and behave within a salon environment
9. describe the **aftercare advice** that should be provided

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology.

Winding techniques

Spiral, hopscotch, directional, stack, double, piggyback, weaving, root.

Factors

Client requirements, hair texture, hair growth patterns, hair cut and length, hair density, direction and degree of movement required, client lifestyle, test results, previous services, degree of existing curl, temperature.

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Aftercare advice

How to maintain perm, styling and finishing products, shampoo and conditioning products, future salon services available.

Perming products

Acid, alkaline.

Problems

Causes and remedial action for: discolouration of hair, pull burns, hair breakage, curl good when wet, poor when dry, uneven curl result.

Level: 3

Credit value: 5

UAN number: A/600/9034

Unit aims

The aim of this unit is about creating a variety of styles using a variety of techniques for attaching hair extensions. The knowledge gained in this unit includes use of products and hair attachments, methods of attaching the added hair, health and safety.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able prepare for hair extensions services
2. Be able to attach and remove hair extensions

Guided learning hours

It is recommended that 45 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit GH23 Provide creative hair extension service.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 309

Outcome 1

Provide Hair Extension services

Be able prepare for hair extensions services

Practical skills

The learner can:

1. prepare themselves, the client and the work area for hair extensions services
2. use suitable **consultation techniques** to identify service objectives
3. evaluate the hair and scalp for suitability of hair extension services
4. provide clear recommendations based on **factors**
5. prepare hair extensions.

Underpinning knowledge

The learner can:

1. explain the influencing **factors** that need to be considered when preparing for hair extension services
2. explain the **safety considerations** that must be taken into account
3. describe the different **consultation techniques** used to identify service objectives
4. describe the salon's requirements for client preparation, preparing themselves and the work area.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Factors

Attachment method, direction and fall of hair extensions, the quantity of added hair, the need to blend clients' hair and hair extensions, hair growth pattern, clients' own hair length, hair texture, density, elasticity, evident hair damage, traction alopecia, lifestyle, hairstyle.

Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, deportment, first aid procedures.

Unit 309

Outcome 2

Provide Hair Extension services

Be able to attach and remove hair extensions

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. prepare the hair in suitable sections allowing the hair to fall into direction required
3. use suitable hair **extension methods** to meet the hair type being worked on, taking into account influencing **factors** and following manufacturers' instructions
4. position themselves and the client appropriately throughout the service
5. check the balance and shape throughout the service
6. use suitable tension throughout the service
7. provide hair extensions to the satisfaction of the client
8. monitor and make adjustments throughout the service
9. remove hair extensions following manufacturers' instructions
10. follow **safe and hygienic work practices**
11. provide suitable **after care advice**.

Underpinning knowledge

The learner can:

1. describe how to remedy **problems** that may occur during the service
2. describe the **after care advice** that should be provided
3. outline **safe and hygienic working practices**
4. state how to **communicate** and behave in a salon environment.

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

Extension methods

Bonded, plaited, sewing.

Factors

Attachment method, direction and fall of hair extensions, the quantity of added hair, the need to blend clients' hair and hair extensions, hair growth pattern, clients' own hair length, hair texture, density, elasticity, evident hair damage, traction alopecia, lifestyle, hairstyle.

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

After care advice

Suitable homecare products, tools and equipment, hair care, how to maintain their style, types of problems that can arise and courses of action.

Problems

Traction alopecia, matting, dreadlocks, discomfort/sensitivity, glue burns, allergy, ineffective bonding.

Level: 3

Credit value: 7

UAN number: K/600/8638

Unit aims

The aim of this unit is allow the learner to discover how to make a simple hair addition using the wigmaking technique of weaving a weft. The learner will develop and extend their creative and imaginative skills, through the use of perming and/or colouring techniques. The learner will then be able to develop a mood board to plan how they would incorporate their designed hair addition into a creative hair design. The learners' interest will be engaged through the experiential and innovative aspects of this unit, and their skills of dexterity will be strengthened. The learner will have the opportunity to work with others in small groups to research and produce their findings, and participate in a short verbal presentation to an audience of peers.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

- 1 Be able to develop a mood board
- 2 Be able to make and style a hair addition

Guided learning hours

It is recommended that 60 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 310

Outcome 1

Make and Style a Hair Addition

1 Be able to develop a mood board

Practical skills

The learner can:

1. develop a mood board which incorporates woven hair additions and **accessories**, and takes into account **influencing factors**

Underpinning knowledge

The learner can:

1. describe how to develop a mood board
2. outline the **purpose of a mood board**
3. outline how to present a mood board which incorporates hair additions, accessories and ornamentation
4. describe the main styles of wigs and hair additions used in historical civilisations and cultures
5. explain how wigs and hair additions are used in modern society
6. describe the employment opportunities for wig making and hair additions specialists
7. describe the **influencing factors** that need to be considered when creating a hair addition

Range

Accessories

Feathers, ribbons, flowers.

Influencing factors

Ornamentation, hair length, hair colour, degree of curl, gender, and culture, fashion trends, desired finished result.

Purpose of a mood board

Creativity, linked themes, choice of specialised techniques.

Unit 310

Outcome 2

Make and Style a Hair Addition

Be able to make and style a hair addition

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select **products, tools, equipment and accessories** to achieve the desired effect
3. produce a woven weft of hair on a weaving frame
4. produce a final finished hair addition
5. style the woven weft of hair using **permanent styling techniques**
6. present the final finished style addition
7. provide suitable **aftercare advice**
8. record techniques, products, tools, equipment and accessories used to achieve
9. follow **safe and hygienic working practices**
10. evaluate the finished hair design

Underpinning knowledge

The learner can:

1. describe how to maintain hair additions
2. describe hair styling techniques for hair additions for men and women
3. describe the **aftercare advice** that should be provided
4. outline **safe and hygienic working practices**
5. state how **to communicate** and behave within a salon environment

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology linked to creative hair design.

Products, tools, equipment and accessories

Styling products, finishing products, hand held dryer, hood dryer, diffuser, nozzle, round brushes, flat brushes, rollers secured with pins, pin curls, straighteners, curling tongs, heated rollers.

Permanent styling techniques

Colouring, perming.

Aftercare advice

Maintenance of style, removal and care of the temporary hair extension.

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, instructions to others and own responsibility.

Level: 3

Credit value: 4

UAN number: K/600/9059

Unit aims

The aim of this unit is about the creating of a variety of bridal styles for women using a variety of techniques. The knowledge gained in this unit includes, use of ornamentation, selection and use of products and equipment, health and safety.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for bridal hairstyling services
2. Be able to create a variety of bridal effects

Guided learning hours

It is recommended that 37 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit GH20 Creatively dress long hair.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 311

Outcome 1

Bridal Hair styling

Be able to prepare for bridal hairstyling services

Practical skills

The learner can:

1. prepare themselves, the client and the work area for bridal hairstyling services
2. use suitable **consultation techniques** to identify service objectives
3. evaluate the clients existing hair length, texture and density
4. provide clear recommendation to the client based on the **factors** identified.

Underpinning knowledge

The learner can:

1. describe the range of **looks** for bridal occasions
2. explain how to achieve the different **looks** for bridal occasions
3. describe the **factors** to be consider when styling bridal hair
4. explain the range of additional accessories available for bridal hair
5. explain the range of additional **services** and **products** available to support bridal hair styling
6. explain the health and **safety considerations** that must be taken into account
7. describe the different **consultation techniques** used to identify service objectives
8. describe the salon's requirements for client preparation, preparing themselves and the work area.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Factors

Hair: wet, dry, curly, straight.

Head and face shape, growth patterns, hair density, hair length, image, occasion, haircut, elasticity, hair texture, contra-indications.

Looks

Roll, pleats, knots, twists, plats, curls, woven effects.

Services

Cutting, colouring, styling, perming, straightening.

Products

Styling: lotions, mousses, gels, heat protectors.

Finishing: sprays, waxes, gels, serums, dressing creams, oils.

Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, deportment, first aid procedures.

Unit 311

Outcome 2

Bridal Hair styling

Be able to create a variety of bridal effects

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use hair styling **products, tools** and **materials**, ornamentation and added hair to achieve desired look
3. use techniques that take into account the identified **factors** for the finished look
4. position them self and the client appropriately throughout the service
5. follow **safe and hygienic work practices**
6. check the balance and shape throughout the service to ensure correct proportion
7. create the finished Bridal style to the satisfaction of the client
8. provide suitable **aftercare advice**.

Underpinning knowledge

The learner can:

1. describe the correct use of **products, tools** and **materials**
2. explain the use of ornamentation in Bridal hair styling
3. explain the advantages of added hair and hair pieces when styling Bridal hair
4. describe how to remedy **problems** that may occur during the bridal hairstyling service
5. describe the **after care advice** that should be provided
6. outline **safe and hygienic working practices**
7. state how to **communicate** and behave in a professional manner.

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

Products

Styling: lotions, mousses, gels, heat protectors.

Finishing: sprays, waxes, gels, serums, dressing creams, oils.

Tools

Hand held dryer, hood dryer, diffuser, nozzle, rollers secured with pins, pin curl clips, round brushes, flat brushes, straighteners, curling tongs, heated rollers.

Materials

Flowers, ribbons, beads, feathers, hair bands.

Factors

Hair: wet, dry, curly, straight.

Head and face shape, growth patterns, hair density, hair length, image, occasion, haircut, elasticity, hair texture, contra-indications.

Safe and hygienic work practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Aftercare advice

How to maintain the look, suitable styling and finishing products to use, identifying additional services.

Problems

Client discomfort, hair texture/type not suitable for styling, fixing headdress or veil, securing ornamentation, balance of the hair style, securing style, availability of resources.

Level: 3

Credit value: 5

UAN number: K/600/9062

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to cut men's hair into a variety of fashion looks.

The skills developed by the learner include layering, club cutting, scissor over comb, use of clippers, texturising/thinning, using a razoring and freehand.

The knowledge acquired by the learner will enable them to understand how to choose suitable cutting techniques and tools, work carefully and efficiently and to give aftercare advice and information on further salon services.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for a cutting service
2. Be able to provide a cutting service

Guided learning hours

It is recommended that 44 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit GB8 Creatively cut hair using a combination of barbering techniques.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 312

Outcome 1

Cut Men's Hair to Create a Variety of Looks

Be able to prepare for a cutting service

Practical skills

The learner can:

1. prepare them self, the client and work area for cutting services
2. use suitable **consultation techniques** to identify service objectives and any contra-indications
3. evaluate the potential of the hair to achieve the desired look by identifying influencing **factors**
4. provide clear recommendations to the client based on **factors**.

Underpinning knowledge

The learner can:

1. describe the range of **looks** for men
2. explain how to achieve **looks** for men using a combination of **cutting techniques**
3. explain the **safety considerations** that must be taken into account
4. describe the **factors** that need to be considered when cutting hair
5. explain how to maximise the potential of the client's hair taking into account identified **factors**
6. state the known causes of male pattern baldness
7. describe the typical patterns of male pattern baldness
8. state the importance of cutting to the natural hairline in barbering
9. state the effects created by different sized clipper blades and attachments
10. state the risk of in-growing hair from continual close cutting on the skin
11. describe the different **consultation techniques** used to identify service objectives
12. describe the salon's requirements for client preparation, preparing them self and the work area.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Factors

Hair: wet, dry, curly, straight.

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, presence of facial hair, neck shapes, client lifestyle, elasticity, contra-indications, natural hairline, presence of male pattern baldness, presence of added hair.

Looks

Graduated, traditional, fashion, textured, disconnected.

Cutting techniques

Layering, club cutting, scissor over comb, use of clippers, texturising, thinning, using a razor, freehand, tapering, graduating, fading, disconnecting.

Safety considerations

Handling scissors, handling razors, handling electrical equipment, protection from infection and cross infection, department, trip hazards from hair cuttings, disposal of sharps, first aid procedures.

Unit 312

Outcome 2

Cut Men's Hair to Create a Variety of Looks

Be able to provide a cutting service

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **cutting tools and equipment** required to achieve the desired look
3. establish and follow guidelines where required to achieve the required **look**
4. combine and personalise cutting techniques to take account of the identified **factors** and the desired **look**
5. position them self and the client appropriately throughout the service
6. check the finished cut to ensure required balance, weight distribution and shape
7. remove unwanted hair outside the desired outline shape
8. create balanced and shaped sideburns that suit the required **look**
9. create a finished cut that is to the satisfaction of the client
10. provide suitable **aftercare advice**
11. follow **safe and hygienic working practices**.

Underpinning knowledge

The learner can:

1. outline **safe and hygienic working practices**
2. describe the correct use and routine maintenance of cutting **tools and equipment**
3. explain the **effect cutting hair at different angles has on the finished look**
4. state the **importance of applying the correct degree of tension** to the hair when cutting
5. state the **importance of checking the cut**
6. explain how to make sure that sideburns are cut level
7. describe the **aftercare advice** that should be provided
8. state how to **communicate** and behave within a salon environment.

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

Cutting tools and equipment

Scissors, electrical clippers, clipper attachments, razor, thinning scissors, cutting comb.

Look

Graduated, traditional, fashion, textured, disconnected.

Factors

Hair: wet, dry, curly, straight.

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, presence of facial hair, neck shapes, client lifestyle, elasticity, contra-indications, natural hairline, presence of male pattern baldness, presence of added hair.

Aftercare advice

Recommended time intervals between cuts, how to maintain the look, suitable styling and finishing products to use, identifying additional services.

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Effect cutting hair at different angles has on the finished look

Angles to create graduation, angles to create asymmetric looks.

Importance of applying the correct degree of tension

Elasticity of hair when wet and dry, accuracy of work.

Importance of checking the cut

Even balance, accuracy of cut to the guideline, even weight distribution, desired shape.

Unit 313

Cut Facial Hair to Create a Variety of Looks

Level: 3

Credit value: 4

UAN number: D/600/9060

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to cut beards and moustaches to create a variety of looks.

The skills developed by the learner include the use of scissors, clippers and attachments to create a variety of facial hair shapes by scissor over comb, clipper over comb, and freehand cutting techniques.

The knowledge acquired by the learner will enable them to understand how to identify and create a variety of traditional, current and emerging beard and moustache looks, factors to consider prior to and during cutting, selection and use of tools and equipment, specific safety considerations to be taken into account when cutting facial hair.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for cutting a facial hair service
2. Be able to provide a cutting service

Guided learning hours

It is recommended that 32 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit GB7 Design and create a range of facial hair shapes.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 313

Outcome 1

Cut Facial Hair to Create a Variety of Looks

Be able to prepare for cutting a facial hair service

Practical skills

The learner can:

1. prepare them self, the client and work area for cutting facial hair services
2. use suitable **consultation techniques** to identify service objectives
3. evaluate the client's existing facial hair shape and its potential to achieve the desired look by identifying influencing **factors**
4. provide clear recommendations to the client based on **factors**.

Underpinning knowledge

The learner can:

1. describe the range of looks for **facial hair** shapes
2. explain how to achieve different looks for **facial hair** using a combination of **cutting techniques**
3. explain the **safety considerations** that must be taken into account when cutting facial hair
4. describe the **factors** that need to be considered when cutting **facial hair**
5. explain how to maximise the potential of the client's **facial hair** taking into account identified **factors**
6. state the effects created by different sized clipper blades and attachments
7. describe how to remedy the types of **problems** that can occur when cutting facial hair
8. state the effects of continual close cutting on the skin
9. describe the potential risk of in-growing hair
10. describe the different **consultation techniques** used to identify service objectives
11. describe the salon's **requirement for client preparation**, preparing them self and the work area.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Factors

Client requirements, client lifestyle, suspected infections, suspected infestations, hair density, hair growth patterns, head/face shapes/features, hairstyle, adverse skin conditions, contra-indications, facial piercing, facial contours.

Facial hair

Moustaches only, partial beard and moustache, full beard and moustache.

Cutting techniques

Scissor over comb, clipper over comb, freehand.

Safety considerations

Handling scissors, handling razors, handling electrical equipment, protection from infection and cross infection, protection from hair clippings, deportment, trip hazards from hair cuttings, disposal of sharps, first aid procedures.

Problems

Client discomfort

Requirements for client preparation

Gowned and protected, use of barber chair with headrest.

Unit 313

Outcome 2

Cut Facial Hair to Create a Variety of Looks

Be able to provide a cutting service

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **tools and equipment** required to achieve the desired look
3. establish and follow guidelines where required to achieve the required look
4. adapt and personalise **cutting techniques** to take account of the identified factors and the desired look
5. position self and client appropriately throughout the service
6. check the cut to ensure required balance, weight distribution and shape
7. create clear, defined and accurate **facial hair** outlines to achieve the desired look
8. remove any unwanted hair outside the outline shape
9. create a new **facial hair** finished look that is to the satisfaction of the client
10. follow **safe and hygienic working practice**
11. provide suitable **aftercare advice**.

Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of cutting **tools and equipment**
2. state how to follow and establish guidelines for a new look
3. state the **importance of checking the cut**
4. state the importance of considering weight distribution and working with natural growth patterns
5. describe the **aftercare advice** that should be provided
6. outline **safe and hygienic working practices**
7. state how to **communicate** and behave in a salon environment.

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

Tools and equipment

Scissors, electrical clippers, clipper attachments, razor, cutting comb.

Cutting techniques

Scissor over comb, clipper over comb, freehand.

Facial hair

Moustaches only, partial beard and moustache, full beard and moustache.

Safe and hygienic working practice

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Aftercare advice

Recommended time intervals between cuts, how to maintain the look, importance of regularly exfoliating the skin outside of the facial hair shape, types of suitable exfoliating products, identifying additional services, potential for style change.

Importance of checking the cut

Even balance, accuracy of cut to the guideline, even weight distribution, desired shape.

Unit 314

Style and Finish African Type Women's Hair Using a Variety of Techniques

Level: 3

Credit value: 5

UAN number: A/600/8532

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to style and finish African Caribbean women's hair using a variety of techniques.

The skills developed by the learner include the use of curling, straightening, smoothing and moulding techniques to create a personalised effect.

The knowledge acquired by the learner will enable them to understand how styling the hair affects the hair structure, how the use of products during and after styling can enhance and prolong the style, and be able to provide comprehensive aftercare advice.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for a styling service
2. Be able to provide a styling service

Guided learning hours

It is recommended that 41 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit AH31 Creatively style and dress African type hair.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia .

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 314

Style and Finish African Type Women's Hair Using a Variety of Techniques

Outcome 1

Be able to prepare for a styling service

Practical skills

The learner can:

1. prepare themselves, the client and work area for styling service
2. use suitable **consultation techniques** to identify service objectives
3. evaluate the potential of the hair to achieve the desired style by identifying the influencing **factors**
4. provide clear recommendations to the client based on **factors**.

Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account
2. describe the **consultation techniques** used to identify service objectives
3. describe the **factors** that need to be considered when styling and dressing hair
4. describe the physical effects of styling on the hair
5. describe the effect humidity has on the hair during setting
6. describe the salon's **requirements for client preparation**, preparing themselves and the work area
7. describe a range of **styles** for women.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Factors

Hair: natural, wet, dry, curly, straight.

Client requirements, hair texture, length, density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, porosity.

Safety considerations

Maintenance of equipment, checks before use, use of equipment, decontamination, protection from infection and cross infection, first aid procedures.

Requirements for client preparation

Preparing the hair for different types of styling, protection for the client, positioning the client and self.

Styles

Above shoulder, below shoulder, classic, fashion.

Unit 314

Style and Finish African Type Women's Hair Using a Variety of Techniques

Outcome 2

Be able to provide a styling service

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **products, tools and equipment** to achieve the desired effect
3. position themselves and the client appropriately throughout the service
4. combine and adapt **styling techniques** to achieve the desired effects
5. personalise **dressing techniques** to take account of influencing factors
6. secure added hair and effectively blend with the natural hair
7. incorporate and secure ornamentation effectively into the desired look
8. create a finished style that is to the satisfaction of the client
9. provide suitable **aftercare advice**
10. follow **safe and hygienic working practices**.

Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of styling **equipment and tools**
2. describe the techniques used for **styling and dressing**
3. explain the importance of using styling and finishing products on the hair
4. explain the importance of controlling and securing long hair effectively
5. explain the **importance of considering tension** in hair-up styles
6. explain the effects of incorrect use of heat on the hair and scalp
7. state the purposes of backcombing and back brushing when dressing hair
8. describe the methods used to secure added hair and ornamentation during styling
9. describe the **aftercare advice** that should be provided
10. outline **safe and hygienic working practices**
11. state how to **communicate** and behave within a salon environment.

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

Products

Lotions, mousse/foam, gel, spritz, oil, spray, wax, thermal protector, activator/moisturiser.

Tools and equipment

Fine tooth combs, large tooth combs, handheld dryer, hood dryer, diffuser, nozzle, curling tongs/irons, straighteners, heated rollers, flat irons, thermal irons, thermal stove, brushes
Styling aids: pins, grips, covered bands.

Styling techniques

Curling, straightening, smoothing, pin curling, fingerwaving, brickwind, directional wind, croquignole, root to point, point to root, setting, blow drying, finger drying.

Dressing techniques

Backcombing, back brushing, shaping, moulding, rolls, knots, twists, plaits/braids, curls, woven effects, weaving.

Aftercare advice

Suitable styling equipment, how to recreate the style, how to maintain the hairs condition, identifying additional services.

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Importance of considering tension

Elasticity of hair when wet and dry, accuracy of work.

Level: 3

Credit value: 5

UAN number: D/600/8538

Unit aims

The aim of this unit is about providing specialist relaxing services, including corrective procedures. Learners will develop the ability to analyse issues and problems that arise from relaxing hair, as well as the ability to deal with different kinds of hair and produce varied textured effects on the head.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare to provide a variety of relaxing services
2. Be able to provide relaxing services

Guided learning hours

It is recommended that 44 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the hairdressing NOS, unit AH26 Provide a variety of relaxing services.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 315

Outcome 1

Relaxing Services for African Type Hair

Be able to prepare to provide a variety of relaxing services

Practical skills

The learner can

1. prepare themselves, the client and the work area for relaxing services
2. use suitable **consultation techniques** to identify the service objectives
3. evaluate the potential of the hair to achieve the desired style by identifying the influencing **factors**
4. provide clear recommendations to the client based on **factors**
5. select **products, tools and equipment** based on the results of their analysis
6. apply pre-relaxing products to:
 - protect the scalp
 - even out the porosity of the hair.

Underpinning knowledge

The learner can:

1. describe the salon's **requirements for client preparation**, preparing themselves and the work area
2. explain the **safety considerations** that must be taken into account
3. describe the different **consultation techniques** used to identify service objectives
4. explain the importance of hair and scalp analysis and **tests**
5. explain the importance of applying scalp protection and pre-relaxing products before the service.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Factors

Hair: virgin hair, chemically treated, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, hair and scalp conditions, previous chemical treatments.

Products

Lye, no lye, pre and post relaxer treatment, neutralising shampoo, barrier cream.

Tools and equipment

Applicator brush, tail comb, non metallic bowl.

Requirements for client preparation

Preparing the hair for different types of relaxer, protection for the client, protection for self, positioning the client and self.

Safety considerations

Client preparation, PPE, COSHH, manufacturers' instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures.

Tests

Incompatibility test, strand test, pre-perm test, elasticity test, curl test and development curl test.

Unit 315

Outcome 2

Relaxing Services for African Type Hair

Be able to provide relaxing services

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. use **products, tools and equipment** to achieve the desired affect
3. position them self and the client appropriately throughout the service
4. carry out relaxing services using suitable **application techniques**
5. monitor the development of the **product** and remedy any **problems**
6. remove chemicals in a way that minimises risk of hair damage
7. achieve the desired degree of straightness
8. apply a suitable post-conditioning treatment
9. follow **safe and hygienic working practices**
10. provide suitable **aftercare advice**.

Underpinning knowledge

The learner can:

1. describe how the different chemical ingredients in relaxing products affect the hair structure
2. explain the importance of using pre and post relaxing treatments and how the active ingredients affect the hair structure
3. explain the effect of neutralising shampoos on the hair structure
4. explain how the pH of relaxing products affects the ph balance of the hair, and the procedures used to restore the natural pH balance of the hair
5. explain the **application techniques** for relaxing the hair
6. explain the importance of accurate timing and thorough rinsing of **products**
7. describe the potential **problems** with relaxing hair and how to remedy them
8. explain the importance of following manufacturers' instructions when using relaxing products
9. outline **safe and hygienic working practices**
10. describe the **aftercare advice** that should be provided
11. state how to **communicate** and behave within a salon environment.

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

Products

Lye, no lye, pre and post relaxer treatment, neutralising shampoo, barrier cream.

Tools and equipment

Applicator brush, tail comb, non metallic bowl.

Application techniques

Comb, brush, flowing manufacturer's instructions

Problems

Causes and remedial action for: under-processed hair, over processed hair skin/scalp irritation, breakage, discolouration.

Safe and hygienic work practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Aftercare advice

Recommended time intervals between relaxing service, how to maintain the look, suitable styling and finishing products to use, how to maintain the condition of the hair, identifying additional services.

Level: 3

Credit value: 8

UAN number: H/600/8637

Unit aims

The aim of this unit is allow the learner to develop their personal creativity by exploring, researching and demonstrating a variety of complex creative dressing techniques, incorporating a range of temporary hair extensions, accessories and ornamentation. The learner will then be able to develop a mood board to plan and incorporate their hair extensions, accessories and ornamentation into a creative hair design, to achieve different, finished looks.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to plan an image
2. Be able to create an image

Guided learning hours

It is recommended that 60 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the hairdressing NOS, unit GH21 Develop and enhance your creative hairdressing skills.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Practical skills

The learner can :

1. identify **opportunities** for creating a total look
2. research ideas for developing the **image** of the total look
3. create and provide a detailed **design plan** for the total look
4. agree **design plan** with others involved in a manner which promotes good working relationships
5. evaluate the **design plan**.

Underpinning knowledge

The learner can:

1. explain how to research and develop ideas for creating an **image** for a total look
2. describe ways of combining **styling, dressing and finishing techniques** to create the completed total look
3. explain ways of presenting a created **image** and look effectively
4. describe methods of evaluating the **design plan**
5. describe the potential commercial benefits of developing and creating design work
6. state the importance of accurate planning, attention to detail and working to timescales
7. explain how the venue could affect **design plans**
8. describe how to remedy **problems** that may occur with the different opportunities for creating an **image**.

Range

Opportunities

Hairdressing competition work, hair show, photographic session.

Image

Avant-garde, based on a theme, commercial.

Design Plan

Creative techniques, combination of styling, dressing and finishing techniques, clothes, make-up, accessories, tools and equipment, products, media (video, photographs), budget.

Styling, dressing and finishing techniques

Pin-curling, finger-waving, twisting, knotting, plaiting, weaving and incorporation of temporary hair extensions (wefts, pin-curls, ringlets, switches, wiglets), accessories and ornamentation.

Problems

Availability of models, space limitations, venue restriction, budget, availability of resources.

Unit 316

Outcome 2

Creative Hairdressing Design Skills

Be able to create an image

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select other **services** to complement the **image** and look
3. select and use products, tools and equipment required to achieve the **image**
4. use and combine techniques and skills to present the **image**
5. create the finished **image** to the requirements of the final **design plan**
6. evaluate the finished result
7. follow **safe and hygienic working practices**.

Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account
2. outline the **skills required for presenting the image**
3. explain how other **services** can develop and complement the **image** and look
4. outline **safe and hygienic working practices**
5. state how to **communicate** and behave within a salon environment.

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

Services

Cutting, colouring, styling and dressing, perming, straightening, adding hair.

Image

Avant-garde, based on a theme, commercial.

Design Plan

Creative techniques, combination of styling, dressing and finishing techniques, clothes, make-up, accessories, tools and equipment, products, media (video, photographs), budget.

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal of accessories.

Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, deportment, first aid procedures.

Skills required for presenting the image

Verbal, visual, body language, multi media.

Unit 317

Promote and sell products and services to clients

Level: 3

Credit value: 4

UAN number: J/601/5337

Unit aim

This is a preparation for work unit which is based on capability and knowledge. This unit is about the promoting and selling products to clients, in order to give advice on services and products

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to promote and sell hair and beauty products
2. Be able to understand how to evaluate the promotion of products and services.

Guided learning hours

It is recommended that **34** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Beauty Therapy and Hairdressing NOS, unit G18/H32.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

Unit 317

Promote and sell products and services to clients

Outcome 1

Be able to promote and sell hair and beauty products

Practical skills

The learner can:

1. identify selling opportunities
2. use effective **communication techniques**
3. interpret buying signals and the client's intentions
4. manage clients expectations to achieve a realistic objective
5. Introduce products and/or services to clients
6. use effective selling techniques to close a sale

Underpinning knowledge

The learner can:

1. explain the **benefits** to the salon of promoting services and products to the client
2. explain the importance of product and service knowledge when selling
3. explain **communication techniques** used to promote products and services
4. explain the differences between the terms 'features' and 'benefits'
5. describe the **stages of the sale process**
6. describe how to **manage** client expectations
7. explain how to interpret buying signals
8. explain the **legislation** that affects the selling of services or products

Range

Communication techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expressions

Use of: visual aids, client records

Benefits

Increased sales, productivity and business

Stages of the sales process

Identify need, identify product to meet the need, demonstrating product, overcoming obstacles, closing sales.

Manage

Setting manageable and realistic parameters

Legislation

Data protection act, trades descriptions acts, sale and supply of goods act, consumer protection act, consumer safety act, prices act.

Unit 317

Promote and sell products and services to clients

Outcome 2

Be able to understand how to evaluate the promotion of products and services

Practical skills

The learner can:

1. review effectiveness of selling techniques

Underpinning knowledge

The learner can:

1. explain the importance of reviewing selling techniques
2. explain different **methods of evaluating** selling techniques
3. describe how to implement improvements in their own selling techniques
4. evaluate the effectiveness of advertising services and products to a target audience
5. explain the importance of how to set and agree sales target/objectives

Range

Methods of evaluation

Visual, verbal, written feedback, repeat business

Level: 4

Credit value: 12

UAN number: F/601/4347

Unit aims

The aim of this unit is about the advanced skills necessary to determine and correct more complex colouring problems. To achieve this unit the learner must be able to remove artificial colour, remove bands of colour, recolour lightened hair and recolour hair that has had artificial colour removed.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare for colour correction services.
2. Be able to provide a colouring service.

Guided learning hours

It is recommended that 112 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the hairdressing NOS, unit GH18 Provide colour correction services.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Habia.

Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

Unit 410

Outcome 1

Hair Colour Correction

Be able to prepare for colour correction service

Practical skills

The learner can:

1. Prepare themselves, the client and work area for colouring services
2. Use suitable **consultation techniques** to identify service objectives.
3. Accurately identify hair colour **problems**
4. Evaluate the potential of the hair to achieve the desired look by identifying influencing **factors**.
5. Outline hair colour correction **products** and **techniques** required for different hair colour **problems**.
6. Provide clear recommendations to the client based on **factors**.

Underpinning knowledge

The learner can:

1. Describe the **factors** that need to be considered when correcting hair colour.
2. Describe the effects that colouring and lightening **products** have on the hair structure.
3. Explain how natural hair pigmentation affects colour selection.
4. Explain the reasons for **pre-lightening**.
5. Explain the importance of carrying out **tests** prior and during the colouring process and recording the results.
6. Explain the principles of Colour Selection.
7. Explain how the International colour chart is used to select a colour.
8. Explain how to use pre-softening and pre-pigmenting during a colour correction service.
9. Explain how to remove artificial colour.
10. State what percentage and volume strength hydrogen peroxide means.
11. Explain how to select the correct strength hydrogen peroxide for correcting different hair colour **problems**.
12. Describe the different consultation **techniques** used to identify service objectives.
13. Describe the salon's requirement for client preparation, preparing themselves and the work area.
14. Explain the **safety considerations** that must be taken into account when colouring and lightening hair.

Range

Consultation techniques

Open and closed questions, use of visual aids.

Problems

Colour result, adverse reaction, seepage, hair deterioration, removing artificial colour, bands of colour, recolouring hair.

Factors

Skin tone, previous services, existing colour, lifestyle, hair condition, results of tests, client requirements, hair cut, strength of hydrogen peroxide, high density, high porosity, sequence of application, skin disorders, incompatible products.

Products

Quasi-permanent, semi permanent, permanent, lightener, toner, colour removers.

Techniques

Remove artificial colour, recolour hair, remove bands, correct highlight and lowlights.

Pre-lightening

Pre-lightener. Product that removes melanin and pheomelanin and does not deposit tone.

Tests

Skin, elasticity, porosity, incompatibility, test cutting, colour development strand test.

Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, decontamination, first aid procedures, risk of allergic reaction, PPE.

Unit 410

Outcome 2

Hair Colour Correction

Be able to provide a colouring service

Practical knowledge

The learner can:

1. **Communicate** and behave in a professional manner.
2. Select and use colour correction **techniques, products, tools and equipment** to colour the hair.
3. Prepare and apply the colour correction **products** to the hair to correct hair colour **problems**.
4. Position themselves and the client appropriately throughout the service.
5. Monitor the development of the colour correction accurately following manufacturer's instructions.
6. Remedy **problems** that may occur during the colour correction service.
7. Check that the colour is thoroughly removed from the hair and scalp without disturbing any areas still requiring development.
8. Apply a suitable conditioner or post colour treatment to the hair following manufacturer's instructions.
9. Create a finished look that is to the satisfaction of the client.
10. Provide suitable **aftercare advice**.
11. Evaluate the effectiveness of colour correction.
12. Follow **safe and hygienic working practices**.

Underpinning knowledge

The learner can:

1. Describe the correct use and routine maintenance of **tools and equipment**.
2. Explain the importance of accurate timing and monitoring of the colour correction process.
3. Explain the types and causes of **problems** which may occur during the colour correction process.
4. Describe how to remedy colour **problems** during colour correction processes.
5. State the importance of restoring the hairs pH after colouring.
6. Describe the **aftercare advice** that should be provided.
7. Outline the **safe and hygienic working practices**.
8. State how to **communicate** and behave within a salon environment.

Range

Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

Techniques

Remove artificial colour, recolour hair, remove bands, correct highlight and lowlights.

Products

Quasi-permanent, semi permanent, permanent, lightener, toner, colour removers.

Tools and equipment

Brush and bowl, colour packages, (foils/wraps), foil, applicator bottle, spatula, steamer, infra-red, drying equipment.

Problems

Colour result, adverse reaction, seepage, hair deterioration, removing artificial colour, bands of colour, recolouring hair.

Aftercare advice

How to maintain colour, suitable shampoo and conditioning products, future salon services, use of heated styling equipment, how lifestyle can affect the durability of colour.

Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal and accessories.

Appendix 1 Connections to other qualifications and NOS

City & Guilds has identified the connections to other qualifications and the NOS. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards an N/SVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the N/SVQ standards.

The qualifications have connections to:

N/SVQ in Hairdressing Level 3

N/SVQ in Barbering Level 3.

Relationship to NVQ Standards

The following grid maps the knowledge covered in the City & Guilds Level 3 Awards and Diplomas in Hairdressing and Barbering against the underpinning knowledge of the Level 3 N/SVQ in Hairdressing, Level 3 N/SVQ in Barbering and Level 3 N/SVQ Hairdressing (Combined Hair Types)

		Unit G22	Unit G18	Unit G21	Unit GH16	Unit GH17	Unit GH18	Unit GH19	Unit GH20	Unit GH21	Unit GH22	Unit GH23	Unit G11	Unit H32	Unit GB6	Unit GB7	Unit GB8	Unit GB9	AH26	AH31	AH32	
VRQ Level 3 Awards and Diplomas	Unit 302	✓																				
	Unit 303			✓																		
	Unit 304				✓																	
	Unit 305							✓	✓													
	Unit 306					✓																
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	Unit 313																✓					
	Unit 314																				✓	
	Unit 315																					
	Unit 316										✓									✓		
	Unit 410							✓														

Appendix 2 The wider curriculum

Delivery of these units can contribute to the learner's understanding of spiritual, moral, ethical, social and cultural issues in the following manner:

Spiritual/Moral/Ethical: Providing quality of service and value for money has an important moral/ethical dimension, as does the importance of respecting client confidentiality. Appreciating and respecting other's beliefs, values, gender and disabilities is key to building good client and working relationships. It underpins all of the units in these qualifications.

Social/Cultural: Learning how to communicate effectively and to develop good relationships with others – their peers, assessors/teachers, supervisors, and clients – will be key to their career success and the success of the salon. It underpins all of the units in these qualifications.

Environmental/Health and Safety: Understanding the importance of maintaining cleanliness in the salon, the safe disposal of waste products, and ensuring that the salon environment is congenial and free of avoidable risks, is key to providing good service. It underpins all of the units in these qualifications.

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • Evolve • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

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