City & Guilds Level 3 Awards/Certificate/ Diplomas in Hairdressing/ Barbering

Qualification handbook for centres

For teaching from September 2024 onwards

www.cityandguilds.com
July 2026
Version 6.8

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About City & Guilds

Version 6.87

Qualification title	Number	Evolve Number	Ofqual ref.
Level 3 Diploma in Women's Hairdressing		3002-66	500/9099/9
Level 3 Diploma in Barbering		3002-67	500/9100/1
Level 3 Diploma in Hairdressing for Colour Technicians		3002-68	500/9101/3
Level 3 Diploma in Hairdressing for Cutting and Styling Technicians		3002-69	500/9098/7
Level 3 Awards in Hairdressing for Cutting Men's Hair	3002-93		500/8585/2
Level 3 Awards in Hairdressing for Bridal Hair	3002-93		500/8596/7
Level 3 Certificate in Hairdressing	3002-34		600/2748/4
Level 3 Diploma in Hair Services	3002-35		601/0106/4
Level 3 Certificate in Barbering	3002-36		601/3811/7

Version and date	Change detail	Section
2.0 Oct 2011	Added Unit 216	Units
3.0 July 2012	Added L4 Certificate in Colour and Colour Correction Creative hairdressing design unit 316 added to L3 Diploma in Colour Technicians Creative hairdressing design unit 316 added to L3 Diploma for Cutting and Styling	Introduction & Structure Introduction & Structure Introduction & Structure
3.1 August 2012	Amendment – Centre requirements + Assessment	Centre requirements Assessments
4.0 August 2013	Structure pathways (3002-35) included Front Cover updated with new pathways Content table updated to reflect new content	Structure & Content
5.0 Sep 2013	Titles for units 309 and 311 corrected to reflect what's on RITS.	Qualification structure
5.1 Oct 2013	Updated Unit titles (Units 215/ 216/ 303/ 307)	Various
5.2 Mar 2014	Updated range – unit 303 (p.31)	Units
5. Mar 2014	Registration and certification end dates deleted	Introduction
6.0 September 2014	Units 318 & 411 added to handbook Units added to two qualifications – Level 3 Diploma in Barbering & Level 3 Diploma in Hairdressing for Cutting and Styling Technicians New qualification added to the qualification structure - Level 3 Certificate in Barbering 3002-69 Corrected typographical error in minimum credits required from 44 to 54	Units & Qualification structure
6.01 October 2014	Updated range for attachment methods – unit 309 (p.57)	Units

6.02 September 2015	Removed reference to the development of unit resource list	Resource requirements
6.03 September 2017	Added GLH and TQT details	Qualification structure
6.04 March 2022	GLH and TQT clarified and highlighted	Qualification structure
6.5	GLH for 3002-33 updated	Qualification structure
6.6 July 2023	Removed pathways no longer available. Updated footers and removed images.	Front cover, Qual title list, Introduction to quals, Qualification structure, TQT
6.7 September 2024	Updated assessment methods Updated CASS statement	Qualification Structure
6.8 July 2026	Updated titles of 314 and 315	Units

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Unit 316	Creative hairdressing design skills	87
Unit 410	Hair colour correction	90
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1 Introduction to the qualification[s]

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

Qualification title and level	City & Guilds qualification number	City and Guilds qualification numbers with Evolve	Qualification accreditation number
Level 3 Diploma in Women's Hairdressing		3002-66	500/9099/9
Level 3 Diploma in Barbering		3002-67	500/9100/1
Level 3 Diploma in Hairdressing for Colour Technicians		3002-68	500/9101/3
Level 3 Diploma in Hairdressing for Cutting and Styling Technicians		3002-69	500/9098/7
Level 3 Awards in Hairdressing	3002-93		
Cutting Men's Hair			500/8585/2
Bridal Hair			500/8596/7
Level 3 Certificate in Hairdressing	3002-34		600/2748/4
Level 3 Diploma in Hair Services	3002-35		601/0106/4
Level 3 Certificate in Barbering	3002-36		601/3811/7

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

Publication	Content
Providing City & Guilds qualifications – a guide to centre and qualification approval	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.
Ensuring quality	This has updates on City & Guilds assessment and policy issues
Walled Garden	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 an NVQ/SVQ level 3 qualification.

2 Qualification structure

3002-66 Level 3 Diploma in Women's Hairdressing – 500/9099/9

A minimum of 58 credits is required to achieve the Level 3 Diploma in Women's Hairdressing. All mandatory units must be achieved which is 48 credits and a minimum of 10 credits from the optional units.

The recommended GLH is 493 hours.

Mandatory Units (all must be completed)		Credits	GLH
302	Monitor and maintain health and safety practice in the salon	**4**	**29**
303	Consultation support for colleagues on hair services	**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**
316	Creative Hairdressing Design Skills	**8**	**60**
308	Perm hair to create a variety of looks	**7**	**60**
Optional Units – minimum of 10 credits required			
307	Human resource management within the hair and beauty sector	**7**	**60**
309	Provide hair extension services	**5**	**45**
310	Make and style a Hair Addition	**7**	**60**
311	Bridal Hairstyling	**4**	**37**
314	Style and finish African and textured women's hair using a variety of techniques	**5**	**41**
315	Relaxing services for African and textured hair	**5**	**44**
410	Hair colour correction	**12**	**112**
205	Promote products and services to Clients in a salon	**3**	**28**
213	Display stock to promote sales in a salon	**3**	**24**
215	Provide scalp massage services	**4**	**33**
216	Salon reception duties	**3**	**24**
317	Promote and sell products and services to clients	**4**	**34**

3002-67 Level 3 Diploma in Barbering – 500/9100/1

A minimum of 54 credits is required to achieve the Level 3 Diploma in Barbering. All mandatory units must be achieved which is 35 credits and a minimum of 19 credits from the optional units. The recommended GLH is 454 hours.

Mandatory Units (all must be completed)		**Credits**	**GLH**
302	Monitor and maintain health and safety Practice in the salon	**4**	**29**
303	Consultation support for colleagues on hair services	**3**	**30**
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**
306	Colour hair to create a variety of looks*****	**11**	**90**
316	Creative Hairdressing Design Skills	**8**	**60**
318	Provide shaving and face massage services*****	**11**	**84**
Optional Units – minimum of 19 credits required			
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**
310	Make and Style a Hair Addition	**7**	**60**
315	Relaxing services for African and textured hair	**5**	**44**
317	Promote and sell products and services to clients	**4**	**34**
410	Hair colour correction	**12**	**112**
411	Design and create patterns in hair	**8**	**44**
205	Promote products and services to clients in a salon	**3**	**28**
213	Display stock to promote sales in a salon	**3**	**24**
215	Provide scalp massage services	**4**	**33**
216	Salon reception duties	**3**	**24**

*** NB Units '*Colour hair to create a variety of looks*' and '*Provide shaving and face massage services*' are barred against each other and cannot be taken together.**

3002-68 Level 3 Diploma in Hairdressing for Colour Technicians – 500/9101/3

A minimum of 54 credits is required to achieve the Level 3 Diploma in Hairdressing for Colour Technicians. All mandatory units must be achieved which is 37 credits and a minimum of 17 credits from the optional units.

The recommended GLH is 473 hours.

Mandatory Units (all must be completed)	Credits	GLH
302 Monitor and maintain health and safety practice in the salon	**4**	**29**
303 Hairdressing consultation support for colleagues	**3**	**30**
305 Style and dress hair using a variety of techniques	**7**	**60**
306 Colour hair to create a variety of looks	**11**	**90**
410 Hair colour correction	**12**	**112**
Optional Units – minimum of 17 credits required		
304 Cut women's hair to create a variety of looks	**8**	**75**
307 Human resource management within the hair and beauty sector	**7**	**60**
309 Provide hair extension services	**5**	**45**
310 Make and Style a Hair Addition	**7**	**60**
311 Bridal Hairstyling	**4**	**37**
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 and textured women's hair using a variety of techniques	**5**	**41**
315 Relaxing services for African and textured hair	**5**	**44**
316 Creative Hairdressing Design Skills	**8**	**60**
317 Promote and sell products and services to clients	**4**	**34**
205 Promote products and services to clients in a salon	**3**	**28**
213 Display stock to promote sales in a salon	**3**	**24**
215 Provide scalp massage services	**4**	**33**
216 Salon reception duties	**3**	**24**

3002-69 Level 3 Diploma in Hairdressing for Cutting and Styling Technicians – 500/9098/7

A minimum of 54 credits is required to achieve the Level 3 Diploma in Hairdressing for Cutting and Styling Technicians. All mandatory units must be achieved which is 27 credits and a minimum of 27 credits from the optional units.

The recommended GLH is 426 hours.

Mandatory Units (all must be completed)	Credits	GLH
302 Monitor and maintain health and safety practice in the salon	**4**	**29**
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**
312 Cut men's hair to create a variety of looks	**5**	**44**
Optional Units – minimum of 27 credits required		
205 Promote products and services to clients in a salon	**3**	**28**
213 Display stock to promote sales in a salon	**3**	**24**
215 Provide scalp massage services	**4**	**33**
216 Salon reception duties	**3**	**24**
306 Colour hair to create a variety of looks	**11**	**90**
307 Human resource management within the hair and beauty sector	**7**	**60**
309 Provide hair extension services	**5**	**45**
310 Make and Style a Hair Addition	**7**	**60**
311 Bridal Hairstyling	**4**	**37**
313 Cut facial hair to create a variety of looks	**4**	**32**
314 Style and finish African and textured women's hair using a variety of techniques	**5**	**41**
315 Relaxing services for African and textured hair	**5**	**44**
316 Creative Hairdressing Design Skills	**8**	**60**
317 Promote and sell products and services to clients	**4**	**34**
318 Provide shaving and face massage services	**11**	**84**
410 Hair colour correction	**12**	**112**
411 Design and create patterns in hair	**8**	**44**

3002-93 Level 3 Awards in Hairdressing

The unit included in each qualification are shown below.

Level 3 Award in Bridal Hair - 500/8596/7		
311 Bridal Hairstyling	**4**	**37**
Level 3 Award in Cutting Men's hair – 500/8585/2		
312 Cut men's hair to create a variety of looks	**5**	**44**

3002-34 Level 3 Certificate in Hairdressing

A minimum of 36 credits is required to achieve the Level 3 Certificate in Hairdressing. All mandatory units must be achieved which is 14 credits and a minimum of 22 credits from the optional units.
The minimum 299 GLH is and the maximum GLH is 324.

Mandatory Units (all must be completed)	**Credits**	**GLH**
302 Monitor and maintain health and safety practice in the salon	**4**	**29**
303 Hairdressing consultation support for colleagues	**3**	**30**
305 Style and dress hair using a variety of techniques	**7**	**60**
Optional Units – minimum of 22 credits required		
304 Cut women's hair to create a variety of looks	**8**	**75**
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**
310 Make and style a Hair Addition	**7**	**60**
311 Bridal Hairstyling	**4**	**37**
314 Style and finish African and textured women's hair using a variety of techniques	**5**	**41**
315 Relaxing services for African and textured hair	**5**	**44**
316 Creative Hairdressing Design Skills	**8**	**60**
317 Promote and sell products and services to clients	**4**	**34**
410 Hair colour correction	**12**	**112**

3002-35 Level 3 Diploma in Hair Services – 601/0106/4

A minimum of 40 credits is required to achieve the Level 3 Diploma in Hair Services. All mandatory units must be achieved which is 14 credits and a minimum of 26 credits from the optional units.
The minimum GLH is 341 hours.

Mandatory Units (all must be completed)	**Credits**	**GLH**
302 Monitor and maintain health and safety practice in the salon	**4**	**29**

303 Hairdressing consultation support for colleagues	**3**	**30**
305 Style and dress hair using a variety of techniques	**7**	**60**
Optional Units – minimum of 26 credits required		
304 Cut women's hair to create a variety of looks	**8**	**75**
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**
310 Make and style a Hair Addition	**7**	**60**
311 Bridal Hairstyling	**4**	**37**
314 Style and finish African and textured women's hair using a variety of techniques	**5**	**41**
315 Relaxing services for African and textured hair	**5**	**44**
316 Creative Hairdressing Design Skills	**8**	**60**
317 Promote and sell products and services to clients	**4**	**34**
410 Hair colour correction	**12**	**112**

3002-36 Level 3 Certificate in Barbering – 601/3811/7

Learners must achieve a total of 27 credits. 16 credits must come from the Mandatory group and a minimum of 11 credits must come from the Optional group.

Mandatory Units (all must be completed)	**Credits**	**GLH**
302 Monitor and maintain health and safety practice in the salon	**4**	**29**
303 Hairdressing consultation support for colleagues	**3**	**30**
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**
Optional Units – minimum of 11 credits required		
306 Colour hair to create a variety of looks	**11**	**90**
307 Human Resource Management within the Hair and Beauty Sector	**7**	**60**
315 Relaxing services for African and textured hair	**5**	**44**
316 Creative hairdressing design skills	**8**	**60**
317 Promote and sell products and services to clients	**4**	**34**
318 Provide shaving and face massage services	**11**	**84**
411 Design and create patterns in hair	**8**	**44**
219 Provide threading services for hair removal	**4**	**29**
208 Perm and neutralise hair	**7**	**60**
213 Display stock to promote sales in a salon	**3**	**24**
215 Provide scalp massage services	**4**	**33**
216 Salon reception duties	**3**	**24**

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	**GLH**	**TQT**
Level 3 Diploma in Women's Hairdressing	485	580
Level 3 Diploma in Barbering	446	540
Level 3 Diploma in Hairdressing for Colour Technicians	462	540
Level 3 Diploma in Hairdressing for Cutting and Styling Technicians	461	540
Level 3 Awards in Hairdressing Cutting Men's Hair	44	50
Level 3 Awards in Hairdressing Bridal Hair	37	40

Level 3 Certificate in Hairdressing	299	360
Level 3 Diploma in Hair Services	341	400
Level 3 Certificate in Barbering	219	270

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)

From September 2012 the use of head blocks and fake body parts for summative assessment may **only** be used for the following units.

- Level 2 Unit – Perm and Neutralise Hair
- Level 2 Unit – The Art of Colouring Hair
- Level 2 Unit – Provide Nail Art
- Level 3 Unit – Design and apply Nail Art
- 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

a) CPD for existing assessors and quality assurers is measured within each 12 month period, taken from 1 September – 31 August each year.

b) CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.

c) 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.

d) 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 ÷ 37 x 100 = approx. 20% of a full time assessor. 20% x 30 hours = 6 hours CPD in any 12 month period.

e) A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.

f) 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

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. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the What is CASS? and Quality Assurance Standards documents on the City & Guilds website.

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

E-volve knowledge-based assessments

Paper based knowledge assessment will no longer be available to learners from 1st September 2024 onwards for units where online e-volve assessment is available. Where a unit has only paper-based assignments for assessment of knowledge, this will remain the case.

From this date online e-volve assessments (500/600/700 component numbers) must be completed for units where they are available – see assessment table below for further details.

After 1st September 2024, to confirm correct completion of e-volve knowledge assessments, the relevant 000 'Confirmation of e-volve assessment completion' component (shown below) must be claimed on the Walled Garden by providers, alongside results entry for practical assessments.

NB – Paper based assessments completed by learners prior to 1st September 2024 may be claimed within a learner's period of registration (the relevant 000 'Confirmation of e-volve assessment completion' must be claimed regardless).

Confirmation of e-volve assessment completion' component numbers

Title	Component number
City& Guilds Level 3 Certificate in Hairdressing (3002-34)	008
City & Guilds Level 3 Diploma in Hair Services (3002-35)	009
City & Guilds Level 3 Certificate in Barbering (3002-36)	010
City & Guilds Level 3 Diploma in Women's Hairdressing with Evolve (3002-66)	011
City & Guilds Level 3 Diploma in Barbering with Evolve	012
City & Guilds Level 3 Diploma in Hairdressing for Colour Techniques (3002-68)	013
City & Guilds Level 3 Diploma in Hairdressing for Cutting and Styling Techniques with evolve (3002-69)	014
City & Guilds Level 3 in Barbering (3002-94)	015

4.1 Summary of assessment methods

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

- practical tasks, and
- knowledge and understanding in an on-line tests.

Title	Assessment method	Where to obtain assessment materials
Unit 302 Monitor and Maintain health and safety practice in the salon	**Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 303 Hairdressing consultation support for colleagues	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 304 Cut women's hair to create a variety of looks	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 305 Style and dress hair using a variety of techniques	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 306 Colour hair to create a variety of looks	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 307 Human resources management within the hair and beauty sector	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 308 Perm hair to create a variety of looks	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 309 Provide hair extensions services	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com

Unit 310 Make and style a hair addition	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 311 Bridal Hairstyling	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 312 Cut men's hair to create a variety of looks	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 313 Cut facial hair to create a variety of looks	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 314 Style and finish African and textured women's hair using a variety of techniques	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 315 Relaxing services for African and textured hair	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 316 Creative hairdressing design skills	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 410 Hair colour correction	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 205 Promote products and services to clients in a salon	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 213 Display stock to promote sales in salon	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com

Unit 215 Provide scalp massage services	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 216 Salon reception duties	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 317 Promote and sell products and service to clients	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 318 Provide shaving and face massage services	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com
Unit 411 Design and create patterns in hair	**Practical Tasks plus a Short-answer test –** knowledge and understanding online test via Evolve	www.cityandguilds.com

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 an 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.

Centres are required to set up an Evolve profile in order to offer online examinations to learners. Setting up an 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). 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.

C*ommercial 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 workplace 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 29 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 in 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.

Unit 303 Hairdressing consultation support for colleagues

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

Other specialists

Pharmacist, General Practitioner, Registered Trichologist

Unit 304 Cut women's hair to create a variety of looks

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 in an on-line test

Unit 304 Cut women's hair to create a variety of looks

Outcome 1 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, deportment, trip hazards from hair cuttings, first aid procedures

Unit 304 Cut women's hair to create a variety of looks

Outcome 2 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 stylehair 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 in 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
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

Handheld 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.

Unit 306 Colour hair to create a variety of looks

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 in an on-line test

Unit 306 Colour hair to create a variety of looks

Outcome 1 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, haircut, 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, deportment, first aid procedures, risk of allergic reaction.

Unit 306 Colour hair to create a variety of looks

Outcome 2 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 to 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 within the hair and beauty sector
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 in an on-line test

Unit 307 Human resource management within the hair and beauty sector

Outcome 1 Be able to research Human resource management within the hair and beauty sector

Practical skills

The learner can:

1. research into Human resource management within the hair and beauty sector
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.

Unit 308 Perm hair to create a variety of looks

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 in an on-line test

Unit 308 Perm hair to create a variety of looks

Outcome 1 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, haircut 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 Perm hair to create a variety of looks

Outcome 2 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, haircut 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.

Unit 309 Provide hair extension services

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 in an on-line test

Unit 309 Provide hair extension services

Outcome 1 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 Provide hair extension services

Outcome 2 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 **aftercare 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, taped wefts, micro ring or loop.

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.

Unit 310 Make and style a hair addition

Level: 3

Credit value: 7

UAN number: K/600/8638

Unit aims

The aim of this unit is to 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 in an on-line test

Unit 310 Make and style a hair addition

Outcome 1 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 Make and style a hair addition

Outcome 2 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, equipments and accessories

Styling products, finishing products, handheld 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.

Unit 311 Bridal hairstyling

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 in an on-line test

Unit 311 Bridal hairstyling

Outcome 1 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 Bridal hairstyling

Outcome 2 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 **aftercare 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

Handheld 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.

Unit 312 Cut men's hair to create a variety of looks

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 creatively cut hair using a combination of barbering techniques, to create 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 in an on-line test

Unit 312 Cut men's hair to create a variety of looks

Outcome 1 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** f
2. explain how to achieve **looks** 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, deportment, trip hazards from hair cuttings, disposal of sharps, first aid procedures.

Unit 312 Cut men's hair to create a variety of looks

Outcome 2 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 in an on-line test

Unit 313 Cut facial hair to create a variety of looks

Outcome 1 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 Cut facial hair to create a variety of looks

Outcome 2 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 and textured 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 type 4 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 4 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 in an on-line test

Unit 314 Style and finish African and textured 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**

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, deportment, 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 and textured 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.

Unit 315 Relaxing services for African and textured hair

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 in an on-line test

Unit 315 Relaxing services for African and textured hair

Outcome 1 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 Relaxing services for African and textured hair

Outcome 2 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.

Unit 316 Creative hairdressing design skills

Level: 3

Credit value: 8

UAN number: H/600/8637

Unit aims

The aim of this unit is to 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 in an on-line test

Unit 316 Creative hairdressing design skills

Outcome 1 Be able to plan an image

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 Creative hairdressing design skills

Outcome 2 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, multimedia.

Unit 410 Hair colour correction

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 in an on-line test

Unit 410 Hair colour correction

Outcome 1 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, haircut, 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, deportment, first aid procedures, risk of allergic reaction, PPE.

Unit 410 Hair colour correction

Outcome 2 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.

Unit 205 Promote products and services to clients in a salon

Level: 2

Credit value: 3

UAN number: T/600/8769

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to promote products and services to the client.

The skills developed by the learner include: identifying additional products and services, methods of communication to give accurate and relevant information, identify buying signals and securing agreement.

The knowledge acquire by the learner will enable them to understand how the promotion of products and services will benefit the salon, how to progress the sale, legislation and regulations which affect the selling of services.

Learning outcomes

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

1. Be able to promote products and services to the client

Guided learning hours

It is recommended that 28 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 G18 Promote additional services or products to customers.

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 in an on-line test

Unit 205 Promote products and services to clients in a salon

Outcome 1 Be able to promote products and services to the client

Practical skills

The learner can:

1. establish the client's requirements
2. use suitable **communication techniques** to promote products and services
3. introduce **services and/or products** to the client at the appropriate time
4. give accurate and relevant information to the client
5. identify buying signals and interpret the clients intentions correctly
6. identify **services and/or products** to meet requirements of the client

Underpinning knowledge

The learner can:

1. describe the benefits to the salon of promoting **services and products** to the client
2. describe the listening and questioning techniques used for promotion and selling
3. describe the different **consultation techniques** used to promote products and services
4. explain the terms **'features'** and **'benefits'** as applied to services and products
5. describe the principles of effective face-to-face communication
6. state the importance of effective **personal presentation**
7. state the importance of good product and service knowledge
8. outline the **stages of the sale process**
9. describe how to interpret buying signals
10. describe how to secure agreement and close the sale
11. explain the **legislation** that affects the selling of **services and products**
12. describe **methods of payment** for services and products

Range

Communication technique

Use of open and closed questions.

Services and/or products

Use of products and services which are new to the client, use of the same products or services the client has used before.

Personal presentation

Dress, appearance, personal hygiene.

Legislation

Data Protection Act, Trades Description Act, Sale and Consumer Rights Act , Consumer Protection Act, Consumer Safety Act, Prices Act.

Methods of payment

Cash, cheque, credit/debit card, vouchers.

Unit 213 Display stock to promote sales in salon

Level: 2

Credit value: 3

UAN number: J/600/8761

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to display stock to promote sales.

The skills developed by the learner include how to identify, select and assemble and maintain a display to promote stock.

The knowledge acquired by the learner will enable them to understand how to plan a display effectively that can attract attention and increase sales, including legal requirements, affecting the display and sale of goods.

Learning outcomes

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

1. Be able to prepare the display area
2. Be able to maintain and dismantle the display area

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.

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 in an on-line test

Unit 213 Display stock to promote sales in salon

Outcome 1 Be able to prepare the display area

Practical skills

The learner can:

1. select the materials, equipment and stock to use
2. determine the location of the display to maximise its impact
3. assemble the display carefully and safely
4. label the displayed products clearly, accurately and in a manner consistent with **legal requirements**

Underpinning knowledge

The learner can:

1. state the purpose of a display
2. list the type of information required in order to plan a display effectively
3. state how the location and design of the display can attract attention and increase sales
4. describe how the location and design related promotional can influence the effectiveness
5. describe **safety considerations** when assembling a display

Range

Legal requirements

Data Protection, Legislation, Trades Descriptions Act, Sales and Consumer Rights Act , Consumer Protection Act, Consumer Safety Act, Prices Act.

Safety Considerations

Manufacturers' instructions, COSHH, PPE, safe working and hygienic practices, display positioning, handling equipment, manual handling.

Unit 213 Display stock to promote sales in salon

Outcome 2 Be able to maintain and dismantle the display area

Practical skills

The learner can:

1. maintain the display area for the duration of the display period
2. dismantle the display, restore the area and return stock to storage

Underpinning knowledge

The learner can:

1. describe the maintenance needs of a promotional display
2. outline the **safety considerations** when dismantling a display, disposing of materials and returning stock to storage
3. explain the key **legal requirements** affecting the display and sales of goods

Range

Safety Considerations

Manufacturers' instructions, COSHH, PPE, safe working and hygienic practices, display positioning, handling equipment, manual handling.

Legal requirements

Data Protection Legislation, Trades Description Acts, Sales and Consumer Rights Act , Consumer Protection Act, Consumer Safety Act, Prices Act.

Unit 215 Provide scalp massage services

Level: 2

Credit value: 4

UAN number: L/600/8535

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to provide scalp massage treatments.

The skills developed by the learner include manual and mechanical scalp massage techniques.

The knowledge acquired by the learner will enable them to understand how to select suitable massage techniques, equipment and products, work safely and efficiently and to give aftercare advice.

Learning outcomes

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

1. Be able to prepare to provide scalp massage services
2. Be able to carry out scalp massaging services

Guided learning hours

It is recommended that 33 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 GH8 Shampoo, condition and treat the hair and scalp.

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 in an on-line test

Unit 215 Provide scalp massage services

Outcome 1 Be able to prepare to provide scalp massage services

Practical skills

The learner can:

1. prepare self, the client and work area for Provide scalp massage services
2. use suitable **consultation techniques** to identify service objectives
3. explain and agree the procedure, potential **benefits and effects** of the service to the client

Underpinning knowledge

The learner can:

1. describe the different **consultation techniques** used to identify the service objectives
2. explain the **safety considerations** that must be taken into account
3. describe your salon's **requirements for client preparation**, preparing them self and the work area
4. explain the importance of identifying any **contra-indications** to scalp massage and how to recognise them
5. describe how different **factors** can affect the performance of scalp massage
6. describe the different types of **massage media** and equipment used for Provide scalp massage services
7. explain the importance of following manufacturers' instructions

Range

Consultation techniques

Use of open and closed questions.

Benefits and effects

Increasing blood supply, stimulation and toning of underlying issues, stimulation and soothing of nerves.

Safety considerations

Visual checks of the electrical equipment, correct use of equipment, client/self-preparation, client/self-positioning, hygiene, equipment, correct application of massage movement.

Requirements for client preparation

Preparing the hair/scalp for different types of treatment, protection and positioning for the client, prepare self.

Contra-indications

Broken skin, skin abnormalities, disease, disorders, bruising, inflammation, swelling, epilepsy, high blood pressure.

Factors

Hair condition, scalp condition, usual features of the scalp, hair length, hair density.

Massage media

Spirit based, shampoo, conditioner, pre-blended oils.

Unit 215 Provide scalp massage services

Outcome 2 Be able to carry out scalp massaging services

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use products, tools and equipment suitable for the client's hair and **scalp conditions**
3. adapt **massage techniques** to take account of influencing factors
4. follow **safe and hygienic working practices**
5. provide suitable **aftercare advice**

Underpinning knowledge

The learner can:

1. describe when and how to use **massage media** and equipment to treat different **scalp conditions**
2. describe how and when to use and adapt the different **massage techniques**
3. describe the **aftercare advice** that should be provided
4. describe the benefits of scalp massage
5. outline the basic **structure of the skin**
6. state the name and position of the bones and **muscles of the head and neck**
7. outline **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.

Scalp conditions

Dandruff-affected, dry, oily, sensitive.

Massage techniques

Effleurage, petrissage, tapotement, friction, vibro.

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

The types of scalp products suitable for home use by clients.

Massage media

Spirit based, shampoo, conditioner, pre-blended oils.

Equipment
Vibro machines, high frequency machines.

Structure of the skin
Epidermis, dermis, erector pili muscle, sebaceous gland, blood capillaries.

Muscles of the head and neck
The position and action of the head and neck muscles; (frontalis, temporalis, occipitalis, epicranal Aponeurosis, sternocleidomastoid, platysma, trapezius)

Unit 216 Salon reception duties

Level: 2

Credit value: 3

UAN number: A/600/8773

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to fulfil Salon reception duties.

The skills developed by the learner include handling enquiries, scheduling and recording appointments and handling payments.

The knowledge acquired by the learner will enable them to understand how to handle confidential information, the importance of recording appointments and secure payment methods.

Learning outcomes

There are **three** learning outcome to this unit. The learner will:

1. Be able to carry out reception duties
2. Be able to book appointments
3. Be able to deal with payments

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 G4 Fulfil Salon reception duties.

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 in an on-line test

Unit 216 Salon reception duties

Outcome 1 Be able to carry out reception duties

Practical skills

The learner can:

1. deal with a **variety of enquiries**
2. **communicate** and behave in a professional manner
3. identify the **nature of the enquiry**
4. maintain appropriate levels of reception stationery
5. maintain a hygienic and tidy reception area

Underpinning knowledge

The learner can:

1. describe procedures for taking messages for a **variety of enquiries**
2. state how to **communicate** and behave within a salon environment
3. list salon services available, their duration and cost
4. outline the importance of dealing with enquiries promptly and politely
5. explain how to deal with enquiries that cannot be dealt with promptly

Range

Variety of enquiries

In person, by telephone, electronically.

Communicate

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

Nature of the enquiry

Client, non-client, internal, external.

Unit 216 Salon reception duties

Outcome 2 Be able to book appointments

Practical skills

The learner can:

1. schedule appointments to meet with salon policy and client requirements
2. confirm and record client appointment details
3. deal with confidential information to meet salon and legal requirements

Underpinning knowledge

The learner can:

1. describe how to make and record appointments
2. state the potential consequences of failing to record appointments or messages accurately
3. state the importance of passing on messages and appointments details to the appropriate colleagues
4. outline the **legislation** designed to protect the privacy of client details
5. state the possible consequences of a breach of confidentiality

Range

Legislation

Data protection legislation.

Unit 216 Salon reception duties

Outcome 3 Be able to deal with payments

Practical skills

The learner can:

1. calculate service costs accurately
2. deal with payments for services and or products to meet with salon policy
3. follow security procedures when handling payments

Underpinning knowledge

The learner can:

1. state how to process different **methods of payment**
2. describe how to deal with **problems** that may occur with payments
3. explain how to keep payments safe and secure

Range

Methods of payment

Cash, cheque, credit/debit card, vouchers.

Problems

Invalid currency, invalid card, incorrect completion of cheque, suspected fraudulent us of credit/debit card and vouchers, payment disputes.

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 in 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 Consumer Rights 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

Unit 318 Provide shaving and face massage services

Level: **3**

Credit value: **11**

UAN number: **D/506/4825**

Unit aim

The aim of this unit is to provide the learner with knowledge and understanding of providing shaving and face massage services. The skills developed by the learner include shaving techniques and the use of different types of lathering products. The knowledge acquired by the learner will enable them to select suitable products and understand safety considerations when carrying out shaving services.

Learning outcomes

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

1. Be able to prepare for shaving and face massage services
2. Be able to provide shaving and face massage services

Guided learning hours

It is recommended that **84** 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 NOS Provide shaving services ref SKACB10

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 in an on-line test.

Unit 318 Provide shaving and face massage services

Outcome 1 Be able to prepare for shaving and face massage services

Practical skills

The learner can:

1. prepare them self, the client and work area for shaving services
2. use suitable **consultation techniques** to identify service objectives and any contra-indications
3. select **lathering products**, **tools and equipment** required for shaving services.
4. Provide clear recommendations to the client based on **factors**

Underpinning knowledge

The learner can:

1. describe a range of **services**
2. explain the **safety considerations** that must be taken into account
3. describe the **factors** that need to be considered when shaving
4. explain **hair and skin conditions** that may influence shaving services.
5. state the risk of in-growing hair from continual close cutting on the skin
6. describe the different **consultation techniques** used to identify service objectives
7. describe the salon requirements for client preparation, preparing them self and the work area

Range

Consultation techniques - open and closed questions, use of visual aids.

Products: moisturiser, aftershave, lathering products - creams, oils, gel, soap

Tools and Equipment - open blade razors with disposable blades, shaving brushes, clippers, sponges, lathering bowl/dish/pot, shaving kettle or hot tap (for hot water), towels for clients (both hot and cold).

Factors - hair (curly, straight), client requirements, client lifestyle, hair texture, length and density, hair growth patterns, head/face shapes/features, presence of facial hair, skin elasticity, facial contour, facial piercing, contra-indications, tattoos

Services - full shave, beard outlines, moustache outlines

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

Hair and skin conditions - Ringworm, scabies, tinea capitis, eczema, psoriasis, folliculitis, keloids, alopecia, in-growing hair and impetigo.
recent scar tissue, skin allergies, cuts and abrasions, skin disorders, undiagnosed lumps and swellings, product allergies

Unit 318 Provide shaving and face massage services

Outcome 2 Be able to provide shaving and face massage services

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. use **tools and equipment** to achieve the desired service
3. use **shaving techniques** to carry out services
4. position them self and the client appropriately throughout the service
5. provide suitable **aftercare advice**.
6. 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 shaving **tools and equipment**
3. explain the importance of preparing skin and facial hair for shaving services
4. explain the importance of **technique** during shaving services
5. describe the structure and function of the skin
6. explain the effect of heat on the hair and skin
7. explain the importance of lathering and the function it performs on the skin and the hair
8. explain why skin needs to be tensioned during shaving
9. describe when and why to use sponge shaving
10. explain the reasons for and effects of using cool towels after shaving
11. explain the benefits and effects of facial massage
12. describe the **problems** which may arise during the shaving process and ways of resolving such problems
13. describe **aftercare advice**
14. 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.

Tools and Equipment - open blade razors with disposable blades, shaving brushes, sponges, lathering bowl/dish/pot, shaving kettle or hot tap (for hot water), towels for clients (both hot & cold).

Shaving techniques - skin tensioning, forehand razoring, backhand razoring, sponge shaving, massage technique (effleurage)

Razor 30 degrees to the skin, tension all the time whilst shaving, shave with the grain first then across the grain on the cheeks only, pull nose up to shave moustache area, ask client to stretch the skin if required.

Aftercare advice - how to maintain their look, time interval between services, present and future products and services, skin care

Safe and hygienic working practices - methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and barber, removal of accessories.

Problems - shaving hair too close, damage to your client's and your own skin, lack of symmetry with outlines

Unit 411 Design and create patterns in hair

Level: **4**

Credit value: **8**

UAN number: **Y/506/4824**

Unit aim

The aim of this unit is to provide the learner with knowledge and understanding of designing and creating patterns in hair.

The skills developed by the learners include establishing and following guidelines and adapting and personalising cutting techniques for creating patterns in hair.

Learning outcomes

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

1. Be able to prepare for design and hair patterns services
2. Be able to design and create patterns in hair

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 standards

This unit is linked to the NOS Design and create patterns in hair ref SKACB9

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 in an on-line test.

Unit 411 Design and create patterns in hair

Outcome 1 Be able to prepare for design and hair patterns services

Practical skills

The learner can:

1. prepare them self, the client and work area for design and hair pattern services
2. use suitable **consultation techniques** to identify service objectives and any contra-indications
3. evaluate the client's hair and its potential to achieve the desired design by identifying any influencing **factors**
4. Agree the design plan and provide clear recommendations to the client based on factors
5. select **products, tools** and **equipment** required to create patterns in the hair

Underpinning knowledge

The learner can:

1. describe a range of **looks**
2. explain the **safety considerations** that must be taken into account
3. describe the **factors** that need to be considered when designing and creating patterns in hair
4. explain **hair and scalp conditions** that may influence the services provided
5. state the average rate of hair growth
6. state the risk of in-growing hair from continual close cutting on the skin
7. describe the types of clippers, clipper blades and attachments available and the effects that these achieve
8. describe the different **consultation techniques** used to identify service objectives
9. describe the salon requirements for client preparation, preparing them self and the work area

Range

Consultation techniques – open and closed questions, use of visual aids (electronic images, style books, magazines etc).

Factors - hair (dry, curly, straight, colour), client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, neck shapes, client lifestyle, contra-indications, natural hairline, presence of facial hair, alopecia, tattoos on the scalp/head.

Products – wax, graffiti pencils, moisturiser, hair colour

Tools and Equipment - scissors, clippers, trimmers, razors, t-liners, detailers

Looks – 2D, 3D, pictorial, symmetrical, freestyle or a selected picture or a pattern from the barber shop archive or a customer's own image.

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

Hair and scalp conditions – dry scalp, oily scalp, sensitised scalp, pityriasis capitis, alopecia, hair condition (chemically damaged hair, environmentally damaged hair, physically damage hair).

Unit 411 Design and create patterns in hair

Outcome 2 Be able to design and create patterns in hair

Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. use **products, tools** and **equipment** required to create patterns in hair
3. establish and follow guidelines where required to achieve the required look
4. use **cutting techniques** to carry out hair cutting services
5. adapt and personalise **cutting techniques** to take account of identified **factors** and the desired **look**
6. position them self and the client appropriately throughout the service
7. follow safe and hygienic methods of working throughout services
8. provide suitable **aftercare advice**

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 importance of preparing hair for cutting services
4. explain the importance of technique during the creative hair cutting services
5. describe the types of **problems** that can commonly arise when cutting designs in hair and how to remedy them
6. describe the **aftercare advise**
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.

Products - wax, graffiti pencils, colour hair

Tools and Equipment - scissors, clippers, trimmers, razors, t-liners, detailers

Cutting techniques - clipper over comb, scissor over comb, use of razor, freehand, fading

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, alopecia, presence of added hair, scarring, adverse skin, hair colour, tattoos.

Looks – 2D, 3D, pictorial, symmetrical, freestyle or a selected picture or a pattern from the barber shops archive (electronic, photo, style magazine) or a customers own image.

Aftercare advice - how to maintain their look, time interval between services, present and future products and services

Safe and hygienic working practices - methods of sterilisation, health and safety legislation, PPE, positioning of client and barber, removal of accessories

Problems

Scalp irritation from continual close working during design, broken skin, design requires adapting (due to becoming unbalanced, removal of too much length, client unsure of pattern as it progresses)

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							✓	✓												
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	Unit 313															✓					
	Unit 314																			✓	
	Unit 315																				
	Unit 316									✓									✓		
	Unit 410						✓														

Appendix 1 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.

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