Levels 1-3 NVQ Qualifications in Hairdressing, Barbering and Combined Hair Types (3008)

Assessors' handbook

City&Guilds

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Levels 1-3 NVQ Qualifications in Hairdressing, Barbering and Combined Hair Types (3008)

City&
Guilds

Version 2.2

3008

Level 1 NVQ Certificate in Hairdressing and Barbering

Level 1 NVQ Diploma in Hairdressing and Beauty Therapy

Level 2 NVQ Diploma in Hairdressing

Level 2 NVQ Diploma in Barbering

Level 2 NVQ Diploma in Hairdressing (Combined Hair Types)

Level 3 NVQ Diploma in Hairdressing

Level 3 NVQ Diploma in Barbering

Level 3 NVQ Diploma in Hairdressing (Combined Hair Types)

Level 1-3 NVQ Short Awards

Version and date	Change detail	Section
V2.2 March 2014	Registration and certification end dates deleted.	Introduction

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Contents

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1 About the qualifications

This document contains the information that centres need to offer for the qualifications listed in the table below.

It includes details and guidance on:
- list of available units
- rules of combination
- centre requirements
- assessment
- evidence requirements.

Qualification title and level	City & Guilds qualification number(s)	Ofqual accreditation number(s)
Level 1 NVQ Certificate in Hairdressing and Barbering	3008-01	500/6662/6
Level 1 NVQ Diploma in Hairdressing and Beauty Therapy	3008-11	500/9285/6
Level 2 NVQ Diploma in Hairdressing	3008-02	500/6355/8
Level 2 NVQ Diploma in Barbering	3008-03	500/6567/1
Level 2 NVQ Diploma in Hairdressing (Combined Hair Types)	3008-04	500/6509/9
Level 3 NVQ Diploma in Hairdressing	3008-05	500/6573/7
Level 3 NVQ Diploma in Barbering	3008-06	500/6574/9
Level 3 NVQ Diploma in Hairdressing (Combined Hair Types)	3008-07	500/7939/6
Level 2 NVQ Award in Advise and consult with clients	3008-82	600/2462/8
Level 2 NVQ Award in Shampoo, condition and treat the hair and scalp	3008-82	600/2464/1
Level 2 NVQ Award in Change hair colour	3008-82	tbc
Level 2 NVQ Award in Style and finish hair	3008-82	600/2465/3
Level 2 NVQ Award in Set and dress hair	3008-82	600/2470/7
Level 2 NVQ Award in Cut hair using basic techniques	3008-82	600/2468/9
Level 2 NVQ Award in Fulfil salon reception duties	3008-82	600/2467/7
Level 2 NVQ Award in Develop and maintain your effectiveness at work	3008-82	600/2471/9
Level 2 NVQ Award in Plait and twist hair	3008-82	600/2403/3
Level 2 NVQ Award in Perm and neutralise hair	3008-82	600/2404/5
Level 2 NVQ Award in Attach hair to enhance a style	3008-82	600/2473/2
Level 2 NVQ Award in Cut hair using basic barbering techniques	3008-82	tbc
Level 2 NVQ Award in Cut facial hair to shape using basic techniques	3008-82	600/2651/0
Level 2 NVQ Award in Dry and finish men's hair	3008-82	600/2405/7

Level 2 NVQ Award in Create basic patterns in hair	3008-82	600/2476/8
Level 2 NVQ Award in Change men's hair colour	3008-82	600/2475/6
Level 2 NVQ Award in Style and finish African type hair	3008-82	600/2478/1
Level 2 NVQ Award in Relax hair	3008-82	600/2477/X
Level 2 NVQ Award in Perm African type hair	3008-82	600/2409/4
Level 2 NVQ Award in Support client service improvements	3008-82	600/2412/4
Level 3 NVQ Award in Provide hairdressing consultation services	3008-83	600/2646/7
Level 3 NVQ Award in Creatively cut hair using a combination of techniques	3008-83	600/2648/0
Level 3 NVQ Award in Colour hair using a variety of techniques	3008-83	600/2637/6
Level 3 NVQ Award in Creatively style and dress hair	3008-83	600/2638/8
Level 3 NVQ Award in Creatively dress long hair	3008-83	600/2557/8
Level 3 NVQ Award in Develop and enhance your creative hairdressing skills	3008-83	600/2636/4
Level 3 NVQ Award in Create a variety of permed effects	3008-83	600/2635/2
Level 3 NVQ Award in Provide creative hair extension services	3008-83	600/2558/X
Level 3 NVQ Award in Contribute to the planning and implementation of promotional activities	3008-83	600/2454/9
Level 3 NVQ Award in Design and create a range of facial hair shapes	3008-83	600/2561/X
Level 3 NVQ Award in Creatively cut hair using a combination of barbering techniques	3008-83	600/2629/7
Level 3 NVQ Award in Provide shaving services	3008-83	600/2744/7
Level 3 NVQ Award in Provide face massage services	3008-83	600/2628/5
Level 3 NVQ Award in Provide a variety of relaxing services	3008-83	600/2743/5
Level 3 NVQ Award in Creatively style and dress African Type Hair	3008-83	600/2627/3
Level 3 NVQ Award in Style African Type Hair using thermal styling techniques	3008-83	600/2563/3
Level 3 NVQ Award in Provide Hairdressing consultation services for African Type Hair	3008-83	600/2622/4
Level 4 NVQ Certificate in Provide colour correction services	3008-84	600/2624/8
Level 4 NVQ Award in Providing Specialist Hair and Scalp Treatments	3008-84	600/2620/0
Level 4 NVQ Award in Design and create patterns in hair	3008-84	600/2621/2

Consult the Walled Garden/Online Catalogue for last registration and certification dates.

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

Publication	Content
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 job-ready qualifications which require learners to demonstrate in the workplace the skills and knowledge required in the hair industry.

The Level 1 NVQ Certificate in Hairdressing and Barbering, attest to occupational competence in assisting technical staff in the workplace and the job readiness of the learner.

The Level 1 NVQ Diploma in Hairdressing and Beauty Therapy, attest to occupational competence in assisting technical staff in the workplace and the job readiness of the learner.

The Level 2 NVQ Diplomas in Hairdressing/Barbering/Combined Hair Types attest to occupational competence and the job readiness of the learner.

The Level 3 NVQ Diplomas in Hairdressing/Barbering attest to a high level of occupational competence and the job readiness of the learner.

Opportunities for progression

The Level 2 NVQ Diplomas in Hairdressing/Barbering/Combined Hair Types are suitable for people who have taken a level 2 or level 1 qualification, 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 a supervisory or more technical role or onto a level 3 qualification.

The Level 3 NVQ Diplomas in Hairdressing/Barbering are suitable for people who have taken a related level 3 or level 2 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 management or onto a higher level qualification.

Age restrictions

Level 2 and 3 Diplomas in Hairdressing/Barbering/Combined Hair Types are **not** approved for use by candidates **under the age of 16**, and City & Guilds **cannot** accept any registrations for candidates in this age group.

Centres and candidates should be fully aware of minimum age requirements and any implications on completing assessments.

2   Qualifications structure

The qualifications comprise of a number of **units**. A **unit** describes what is expected of a competent person in particular aspects of his/her job; it is considered to be the smallest part of an award worthy of a separate credit.

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.

Unit numbering
Habia unit numbers in the National Occupational Standards begin with either 'G' for General, 'GH' for Hairdressing , 'GB' for barbering, 'AH' for African type hair, 'B' for Beauty or 'N' for Nails. City & Guilds unit numbers (in brackets after unit titles in candidate logbooks) are to be used for candidate registration and certification entries.

2.1 Rules of combination

The **Level 1 NVQ Certificate in Hairdressing and Barbering**
A minimum of 20 credits is required to achieve the Level 1 in Hairdressing and Barbering, all mandatory units must be achieved which is 14 credits and a minimum of 6 credits from the optional units.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
001	Ensure responsibility for actions to reduce risks to health and safety	G20	4
002	Contribute to the development of effective working relationships	G3	4
003	Shampoo and condition hair	GH1	4
004	Prepare for hair services and maintain work areas	GH3	2
A minimum of 6 credits from the following optional units			
005	Assist with salon reception duties	G2	4
006	Blow dry hair	GH2	4
007	Assist with hair colouring services	GH4	4
008	Assist with perming hair services	GH5	3
009	Plait and twist hair using basic techniques	GH6	4
010	Remove hair extensions	GH7	3
011	Assist with shaving services	GB1	2

The **Level 1 NVQ Diploma in Hairdressing and Beauty Therapy**
A minimum of 41 credits is required to achieve the Level 1 in Hairdressing and Beauty Therapy, all mandatory units must be achieved which is 17 credits and a minimum of 24 credits from the optional units.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
001	Ensure responsibility for actions to reduce risks to health and safety	G20	4
002	Contribute to the development of effective working relationships	G3	4
003	Shampoo and condition hair	GH1	4
004	Prepare for hair services and maintain work areas	GH3	2
061	Prepare and maintain salon treatment work areas	B1	3
A minimum of 24 credits from the following optional units			
005	Assist with salon reception duties	G2	4
006	Blow dry hair	GH2	4
007	Assist with hair colouring services	GH4	4
008	Assist with perming hair services	GH5	3
009	Plait and twist hair using basic techniques	GH6	4
010	Remove hair extensions	GH7	3
062	Assist with facial skin care treatments	B2	4
063	Assist with day make-up	B3	4
064	Assist with nail services	N1	4

The **Level 2 NVQ Diploma in Hairdressing**
A minimum of 54 credits is required to achieve the Level 2 in Hairdressing, all mandatory units must be achieved which is 48 credits and a minimum of 6 credits from the optional units.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
001	Ensure responsibility for actions to reduce risks to health and safety	G20	4
012	Give clients a positive impression of yourself and your organisation	G17	5
013	Advise and consult with clients	G7	4
014	Shampoo, condition and treat the hair and scalp	GH8	4
015	Change hair colour	GH9	11
016	Style and finish hair	GH10	6
017	Set and dress hair	GH11	6
018	Cut hair using basic techniques	GH12	8
A minimum of 6 credits from the following optional units:			
019	Fulfil salon reception duties	G4	3
020	Promote additional services or products to clients	G18	6
021	Develop and maintain your effectiveness at work	G8	3
022	Plait and twist hair	GH13	4
023	Perm and neutralise hair	GH14	8
024	Attach hair to enhance style	GH15	3

The **Level 2 NVQ Diploma in Barbering**.
A minimum of 37 credits is required to achieve the Level 2 in Barbering, all mandatory units must be achieved which is 28 credits and a minimum of 9 credits from the optional units

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
001	Ensure responsibility for actions to reduce risks to health and safety	G20	4
013	Advise and consult with clients	G7	4
014	Shampoo, condition and treat the hair and scalp	GH8	4
025	Cut hair using basic barbering techniques	GB3	8
026	Cut facial hair to shape using basic techniques	GB4	4
027	Dry and finish man's hair	GB5	4
A minimum of 1 optional unit must be taken from each optional group. The total of credits for the optional units selected must be at least 9 credits			
Optional Group 1			
028	Create basic patterns in hair	AH21	4
023	Perm and neutralise hair	GH14	8
029	Change men's hair colour	GB2	11
Optional Group 2			
019	Fulfil salon reception duties	G4	3
021	Develop and maintain your effectiveness at work	G8	3
012	Give clients a positive impression of yourself and your organisation	G17	5
020	Promote additional services or products to clients	G18	6

The **Level 2 NVQ Diploma in Hairdressing (Combined Hair types)**
A minimum of 62 credits is required to achieve the Level 2 Hairdressing (Combined Hair Types), all mandatory units must be achieved which is 56 credits and a minimum of 6 credits from the optional units.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
001	Ensure responsibility for actions to reduce risks to health and safety	G20	4
030	Advise and consult with clients with African type hair	G15	4
031	Shampoo and treat the hair and scalp for African type hair	AH6	4
032	Style and finish African type hair	AH7	6
033	Relax hair	AH10	7
015	Change hair colour	GH9	11
016	Style and finish hair	GH10	6
017	Set and dress hair	GH11	6
018	Cut hair using basic techniques	GH12	8
A minimum of 6 credits from the following optional units:			
019	Fulfil salon reception duties	G4	3
020	Promote additional services or products to clients	G18	6
021	Develop and maintain your effectiveness at work	G8	3
012	Give clients a positive impression of yourself and your organisation	G17	5
034	Attach hair to enhance a style for African type hair	AH17	8
035	Perm African type hair	AH18	8
023	Perm and neutralise hair	GH14	8

The **Level 3 NVQ Diploma in Hairdressing.**
A minimum of 58 credits is required to achieve the Level 3 in Hairdressing, all mandatory units must be achieved which is 21 credits and a minimum of 37 credits from the optional units.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
036	Monitor procedures to safely control work operations	G22	4
020	Promote additional services or products to clients	G18	6
037	Provide hairdressing consultation services	G21	3
038	Creatively cut hair using a combination of techniques	GH16	8
A minimum of 37 credits are required from the optional units, only 1 optional unit may be chosen from optional group 2. All optional units may be chosen from optional group 1.			
Optional Group 1			
039	Colour hair using a variety of techniques	GH17	12
040	Provide colour correction services	GH18	13
041	Creatively style and dress hair	GH19	4
042	Creatively dress long hair	GH20	5
043	Develop and enhance your creative hairdressing skills	GH21	5
044	Create a variety of permed effects	GH22	8
045	Provide creative hair extension services	GH23	8
The following two units must be taken together:			
059	Provide specialist consultation services for hair and scalp conditions	GH24	5
060	Provide specialist hair and scalp treatments	GH25	7
Optional Group 2			
046	Contribute to the financial effectiveness of the business	G11	4
047	Support client service improvements	G19	5
048	Contribute to the planning and implementation of promotional activities	H32	5

The **Level 3 NVQ Diploma in Barbering**
A minimum of 47 credits is required to achieve the Level 3 in Barbering, all mandatory units must be achieved which is 22 credits and a minimum of 25 credits from the optional units.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
036	Monitor procedures to safely control work operations	G22	4
020	Promote additional services or products to clients	G18	6
037	Provide hairdressing consultation services	G21	3
049	Design and create a range of facial hair shapes	GB7	4
050	Creatively cut hair using a combination of barbering techniques	GB8	5
A minimum of 25 credits are required from the optional units, only 1 optional unit may be chosen from optional group 2. All optional units may be chosen from optional group 1.			
Optional Group 1			
051	Provide shaving services	GB6	4
052	Provide face massage services	GB9	4
053	Design and create patterns in hair	AH35	5
039	Colour hair using a variety of techniques	GH17	12
040	Provide colour correction services	GH18	13
043	Develop and enhance your creative hairdressing skills	GH21	5
044	Create a variety of permed effects	GH22	8
The following two units must be taken together:			
059	Provide specialist consultation services for hair and scalp conditions	GH24	5
060	Provide specialist hair and scalp treatments	GH25	7
Optional Group 2			
046	Contribute to the financial effectiveness of the business	G11	4
047	Support client service improvements	G19	5
048	Contribute to the planning and implementation of promotional activities	H32	5

The **Level 3 NVQ Diploma in Hairdressing (Combined Hair Types)**
This Level 3 in Hairdressing (Combined Hair Types) is made of a minimum of 56 credits, all mandatory units must be achieved which is 44 credits and a minimum of 12 credits from the optional units.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
036	Monitor procedures to safely control work operations	G22	4
020	Promote additional services or products to clients	G18	6
054	Provide hairdressing consultation services for African Type Hair	G16	3
038	Creatively cut hair using a combination of techniques	GH16	8
039	Colour hair using a variety of techniques	GH17	12
055	Provide a variety of relaxing services	AH26	7
056	Creatively style and dress African Type Hair	AH31	4
A minimum of 12 credits from a minimum of 2 of the following optional units			
040	Provide colour correction services	GH18	13
041	Creatively style and dress hair	GH19	4
044	Create a variety of permed effects	GH22	8
045	Provide creative hair extension services	GH23	8
035	Perm African Type Hair	AH18	8
057	Style African Type Hair using thermal styling techniques	AH30	5
058	Extend hair using a variety of techniques for African Type Hair	AH32	8
047	Support client service improvements	G19	5
048	Contribute to the planning and implementation of promotional activities	H32	5
The following two units must be taken together:			
059	Provide specialist consultation services for hair and scalp conditions	GH24	5
060	Provide specialist hair and scalp treatments	GH25	7

The **Level 2 NVQ Award in Advise and Consult with Clients**
A minimum of 4 credits is required to achieve the Level 2 NVQ Award in Advise and consult with clients, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
013	Advise and consult with clients	G7	4

The **Level 2 NVQ Award in Shampoo, Condition and Treat the Hair and Scalp**
A minimum of 4 credits is required to achieve the Level 2 NVQ Award in Shampoo, condition and treat the hair and scalp, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
014	Shampoo, condition and treat the hair and scalp	GH8	4

The **Level 2 NVQ Award in Change Hair Colour**
A minimum of 11 credits is required to achieve the Level 2 NVQ Award in Change hair colour, all mandatory units must be achieved which is 11 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
015	Change hair colour	GH9	11

The **Level 2 NVQ Award in Style and Finish Hair**
A minimum of 6 credits is required to achieve the Level 2 NVQ Award in Style and finish hair, all mandatory units must be achieved which is 6 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
016	Style and finish hair	GH10	6

The **Level 2 NVQ Award in Set and Dress Hair**

A minimum of 6 credits is required to achieve the Level 2 NVQ Award in Set and Dress Hair, all mandatory units must be achieved which is 6 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
017	Set and Dress Hair	GH11	6

The **Level 2 NVQ Award in Cut Hair Using Basic Techniques**

A minimum of 8 credits is required to achieve the Level 2 NVQ Award in Cut hair using basic techniques, all mandatory units must be achieved which is 8 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
018	Cut hair using basic techniques	GH12	8

The **Level 2 NVQ Award in Fulfil Salon Reception Duties**

A minimum of 3 credits is required to achieve the Level 2 NVQ Award in Fulfil salon reception duties, all mandatory units must be achieved which is 3 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
019	Fulfil salon reception duties	G4	3

The **Level 2 NVQ Award in Develop and Maintain Your Effectiveness at Work**

A minimum of 3 credits is required to achieve the Level 2 NVQ Award in Develop and maintain your effectiveness at work, all mandatory units must be achieved which is 3 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
021	Develop and maintain your effectiveness at work	G8	3

The **Level 2 NVQ Award in Plait and Twist Hair**

A minimum of 4 credits is required to achieve the Level 2 NVQ Award in Plait and twist hair, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
022	Plait and twist hair	GH13	4

The **Level 2 NVQ Award in Perm and Neutralise Hair**

A minimum of 8 credits is required to achieve the Level 2 NVQ Award in Perm and neutralise hair , all mandatory units must be achieved which is 8 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
023	Perm and neutralise hair	GH14	8

The **Level 2 NVQ Award in Attach Hair to Enhance a Style**

A minimum of 3 credits is required to achieve the Level 2 NVQ Award in Attach hair to enhance a style, all mandatory units must be achieved which is 3 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
024	Attach hair to enhance a style	GH15	3

The **Level 2 NVQ Award in Cut Hair Using Basic Barbering Techniques**

A minimum of 8 credits is required to achieve the Level 2 NVQ Award in Cut hair using basic barbering techniques, all mandatory units must be achieved which is 8 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
025	Cut hair using basic barbering techniques	GB3	8

The **Level 2 NVQ Award in Cut Facial Hair to Shape Using Basic Techniques**
A minimum of 4 credits is required to achieve the Level 2 NVQ Award in Cut facial hair to shape using basic techniques, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
026	Cut facial hair to shape using basic techniques	GB4	4

The **Level 2 NVQ Award in Dry and Finish Men's Hair**
A minimum of 4 credits is required to achieve the Level 2 NVQ Award in Dry and finish men's hair, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
027	Dry and finish men's hair	GB5	4

The **Level 2 NVQ Award in Create Basic Patterns in Hair**
A minimum of 4 credits is required to achieve the Level 2 NVQ Award in Create basic patterns in hair, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
028	Create basic patterns in hair	AH21	4

The **Level 2 NVQ Award in Change Men's Hair Colour**
A minimum of 11 credits is required to achieve the Level 2 NVQ Award in Change men's hair colour, all mandatory units must be achieved which is 11 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
029	Change men's hair colour	GB2	11

The **Level 2 NVQ Award in Style and Finish African Type Hair**

A minimum of 6 credits is required to achieve the Level 2 NVQ Award in Style and finish African type hair, all mandatory units must be achieved which is 6 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
032	Style and finish African type hair	AH7	6

The **Level 2 NVQ Award in Relax Hair**

A minimum of 7 credits is required to achieve the Level 2 NVQ Award in Relax hair, all mandatory units must be achieved which is 7 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
033	Relax hair	AH10	7

The **Level 2 NVQ Award in Perm African Type Hair**

A minimum of 8 credits is required to achieve the Level 2 NVQ Award in Perm African type hair, all mandatory units must be achieved which is 8 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
035	Perm African type hair	AH18	8

The **Level 2 NVQ Award in Support Client Service Improvements**

A minimum of 5 credits is required to achieve the Level 2 NVQ Award in Support client service improvements, all mandatory units must be achieved which is 5 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
047	Support client service improvements	G19	5

The **Level 3 NVQ Award in Provide Hairdressing Consultation Services**

A minimum of 3 credits is required to achieve the Level 3 NVQ Award in Provide hairdressing consultation services, all mandatory units must be achieved which is 3 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
037	Provide hairdressing consultation services	G21	3

The **Level 3 NVQ Award in Creatively Cut Hair Using a Combination of Techniques**

A minimum of 8 credits is required to achieve the Level 3 NVQ Award in Creatively cut hair using a combination of techniques, all mandatory units must be achieved which is 8 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
038	Creatively cut hair using a combination of techniques	GH16	8

The **Level 3 NVQ Award in Colour Hair Using a Variety of Techniques**

A minimum of 12 credits is required to achieve the Level 3 NVQ Award in Colour hair using a variety of techniques, all mandatory units must be achieved which is 12 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
039	Colour hair using a variety of techniques	GH17	12

The **Level 3 NVQ Award in Creatively Style and Dress Hair**

A minimum of 4 credits is required to achieve the Level 3 NVQ Award in Creatively style and dress hair, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
041	Creatively style and dress hair	GH19	4

The **Level 3 NVQ Award in Creatively Dress Long Hair**

A minimum of 5 credits is required to achieve the Level 3 NVQ Award in Creatively dress long hair, all mandatory units must be achieved which is 5 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
042	Creatively dress long hair	GH20	5

The **Level 3 NVQ Award in Develop and Enhance Your Creative Hairdressing Skills**

A minimum of 5 credits is required to achieve the Level 3 NVQ Award in Develop and enhance your creative hairdressing skills, all mandatory units must be achieved which is 5 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
043	Develop and enhance your creative hairdressing skills	GH21	5

The **Level 3 NVQ Award in Create a Variety of Permed Effects**

A minimum of 8 credits is required to achieve the Level 3 NVQ Award in Create a variety of permed effects, all mandatory units must be achieved which is 8 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
044	Create a variety of permed effects	GH22	8

The **Level 3 NVQ Award in Provide Creative Hair Extension Services**

A minimum of 8 credits is required to achieve the Level 3 NVQ Award in Provide creative hair extension services, all mandatory units must be achieved which is 8 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
045	Provide creative hair extension services	GH23	8

The **Level 3 NVQ Award in Contribute to the Planning and Implementation of Promotional Activities**

A minimum of 5 credits is required to achieve the Level 3 NVQ Award in Contribute to the planning and implementation of promotional activities, all mandatory units must be achieved which is 5 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
048	Contribute to the planning and implementation of promotional activities	H32	5

The **Level 3 NVQ Award in Design and Create a Range of Facial Hair Shapes**

A minimum of 4 credits is required to achieve the Level 3 NVQ Award in Design and create a range of facial hair shapes, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
049	Design and create a range of facial hair shapes	GB7	4

The **Level 3 NVQ Award in Creatively Cut Hair Using a Combination of Barbering Techniques**

A minimum of 5 credits is required to achieve the Level 3 NVQ Award in Creatively cut hair using a combination of barbering techniques, all mandatory units must be achieved which is 5 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
050	Creatively cut hair using a combination of barbering techniques	GB8	5

The **Level 3 NVQ Award in Provide Shaving Services**

A minimum of 4 credits is required to achieve the Level 3 NVQ Award in Provide shaving services, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
051	Provide shaving services	GB6	4

The **Level 3 NVQ Award in Provide Face Massage Services**

A minimum of 4 credits is required to achieve the Level 3 NVQ Award in Provide face massage services, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
052	Provide face massage services	GB9	4

The **Level 3 NVQ Award in Provide a Variety of Relaxing Services**

A minimum of 7 credits is required to achieve the Level 3 NVQ Award in Provide a variety of relaxing services, all mandatory units must be achieved which is 7 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
055	Provide a variety of relaxing services	AH26	7

The **Level 3 NVQ Award in Creatively Style and Dress African Type Hair**

A minimum of 4 credits is required to achieve the Level 3 NVQ Award in Creatively style and dress African Type Hair, all mandatory units must be achieved which is 4 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
056	Creatively style and dress African Type Hair	AH31	4

The **Level 3 NVQ Award in Style African Type Hair Using Thermal Styling Techniques**

A minimum of 5 credits is required to achieve the Level 3 NVQ Award in Style African Type Hair using thermal styling techniques, all mandatory units must be achieved which is 5 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
057	Style African Type Hair using thermal styling techniques	AH30	5

The **Level 3 NVQ Award in Provide Hairdressing Consultation Services for African Type Hair**

A minimum of 3 credits is required to achieve the Level 3 NVQ Award in Provide Hairdressing consultation services for African Type Hair, all mandatory units must be achieved which is 3 credits**.**

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
054	Provide Hairdressing consultation services for African Type Hair	G16	3

The **Level 4 NVQ Certificate in Provide colour correction services**

A minimum of 13 credits is required to achieve the Level 4 NVQ Certificate in Provide colour correction services, all mandatory units must be achieved which is 13 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
040	Provide colour correction services	GH18	13

The **Level 4 NVQ Award in Providing Specialist Hair and Scalp Treatments**

A minimum of 12 credits is required to achieve the Level 4 NVQ Award in Providing Specialist Hair and Scalp Treatments, all mandatory units must be achieved which is 12 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
059	Provide specialist consultation services for hair and scalp conditions	GH24	5
060	Provide specialist hair and scalp treatments	GH25	7

The **Level 4 NVQ Award in Design and create patterns in hair**

A minimum of 5 credits is required to achieve the Level 4 NVQ Award in Design and create patterns in hair, all mandatory units must be achieved which is 5 credits.

City & Guilds unit number	Title	NOS unit number	Credits
Mandatory units			
053	Design and create patterns in hair		5

3 Centre requirements

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification specific requirements for centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the NVQ's in Hairdressing and Barbering (3014) may apply for approval for the new qualifications in Hairdressing/Barbering/Combined Hair types (3008) using the **fast-track approval form**, available from **www.cityandguilds.com/hairandbeauty.**

Centres may apply to offer the new qualification using the fast track form
- 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.

Centres not already offering City & Guilds qualifications in this subject area

Centres that do not already have 'approved centre' status or do not offer a qualification suitable for fast-track approval should refer to *Providing City & Guilds Qualifications*, which is available on-line from **www.cityandguilds.com**.

Resource requirements

Details of the following resource requirements can be found in the Assessment Strategy in Appendix D:
- occupational expertise for assessors and verifiers
- performance in the workplace; use of realistic working environment and simulated activities
- continuing professional development for assessors and verifiers.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must **not** internally verify their own assessments.

4 Assessment

4.1 The assessment process

Before starting work towards the qualification, candidates will need support and guidance to enable them to

- identify which level of, in some cases which route within, the qualification is best suited to their needs
- understand what the chosen qualification covers
- understand what will be required of them
- identify any training needs and how to access development
- understand the assessment process and identify the people who will be involved
- understand how to identify evidence from their performance at work
- understand how to compile their portfolio of evidence
- understand relevant centre policies and procedures, including health and safety, equal opportunities, appeals and, if appropriate, alternative assessment arrangements.

Effective induction and initial assessment will ensure that candidates get the very best start and will set them on the path towards a successful and rewarding development experience resulting in the achievement of their City & Guilds qualification. Planned and comprehensive induction programmes will also help centres to deliver and assess to the quality standards required by City & Guilds. Candidates who are well informed from the outset are much more likely to progress quickly and achieve agreed targets.

The importance of initial assessment

Initial assessment is essential in order to ensure that centres place candidates on appropriate programmes. Candidates will assess their skills and knowledge against the requirements of the national occupational standards and the assessment requirements of their chosen qualification. The process may involve a skills audit, where basic skills and other skills and knowledge related to the qualification are assessed. An example of Skillscan form can be found in Appendix B. After initial assessment candidates will know whether they are

- **competent** – they are able to generate evidence to meet the assessment requirements and should be registered for the qualification and begin the assessment planning process
- **partially competent** – they are able to meet many of the assessment requirements and can access development and evidence-generating opportunities to enable them to meet the remaining ones. In this case they should be registered for the qualification and begin a development planning process at the same time as embarking upon the assessment planning process for those units in which they feel confident
- **not competent or do not have the opportunities to perform the tasks involved** – they may need to select a different level against which to be assessed or even a different qualification. The centre should either agree a programme of development for the potential candidate, to enable them to register for the qualification at a later date, or provide them with information on an award that is likely to be more suited to their current level of competence and work opportunities.

The centre must record the results of the initial assessment as part of an initial assessment and personal action plan, including any alternative assessment needs which are identified.

Induction

Induction is the process by which candidates are introduced to all the relevant information that will enable them to successfully achieve their chosen qualification. Centres should make arrangements to induct candidates either individually or as a group following initial assessment. Candidates should be briefed (either face-to-face, and/or using written or online information) to ensure that they understand what they can expect of the centre and what is expected of them.

The regular reviews of action and assessment plans provide opportunities for topping up induction information and checking that candidates are aware of the support available to them.

At the end of the induction process, the centre should have all the necessary information for its candidate tracking system and all the details required to register candidates with City & Guilds.

Action plan

If induction and initial assessment are not recorded on a learning contract, then the centre must provide each candidate with an action plan which records as a minimum

- the outcome of the initial assessment process or discussions of assessment of prior experience and learning (APEL)
- the learning and development needs identified and how and when they will be met
- a target date for completion and interim target dates for the completion of units.

The action plan should be reviewed regularly.

Support for candidates throughout the learning and assessment process is crucial if candidates are to achieve. This section outlines the assessment process and the support that centres must provide.

The purpose of assessment is to judge whether a candidate can consistently perform to the standard specified in the national occupational standards and meet the assessment requirements. The qualifications may be candidate-led, assessor-led or a combination of the two, in order to decide when candidates have gathered sufficient evidence to demonstrate that they can competently perform a particular task and are therefore ready to be assessed.

Assessment planning and review
Effective planning for assessment by the candidate and their assessor is essential if the candidate is to succeed within an appropriate timescale. The purpose of assessment planning is to help candidates identify how and when they will provide the evidence required to demonstrate their competence. Planning should be a joint activity between the candidate and the assessor.

During initial assessment, the candidate will have developed an understanding of what each unit is about and the assessment requirements. If assessors did not conduct the initial assessment, they need to develop a shared understanding with the candidate of what the units are about. This will enable them to identify the best types of evidence to meet the evidence requirements, if these are not specified in the national occupational standards.

Assessment planning will identify opportunities for evidence generation and assessment that occur naturally as the candidate carries out work and where opportunities might need to be created to allow the candidate to demonstrate competence. This could mean arranging with their manager for a candidate to exchange tasks with a colleague. The assessor will negotiate and agree with the candidate the types of work-based activity that will be observed and the products of that activity (eg articles, forms, reports) that will be presented as evidence. It is important that a realistic timescale is set for achievement of the first units or elements.

When planning assessments, the assessor should aim to identify opportunities for holistic assessment, that is, to assess across elements, a full unit or clusters of units. Assessing criterion by criterion is not good practice.

Although assessment plans are primarily the responsibility of the assessor, candidates must be involved in identifying opportunities to gather evidence. The candidate's manager or supervisor will be a valuable resource in the assessment planning process as they can validate the information provided by the candidate and assist in preparing the candidate for development and assessment. They are also able to assist in setting up opportunities for candidates to widen their role, if this will enable them to meet all the assessment requirements.
The assessment plan must include:
- the units to be assessed
- the method of assessment that will be undertaken (further information on types of assessment follow in this section)
- the types of evidence to be collected
- the place, date and times of the assessments
- a note of any other people who need to be informed about or involved in the planned assessment
- space to review each assessment
- signatures of candidate and assessor.

Key people involved in supporting and assessing candidates

Assessors

The assessor assigned to a candidate is responsible for formally judging the candidate's evidence against the national occupational standards and assessment requirements. Assessors help candidates identify opportunities to demonstrate their competence and to produce evidence. Candidates may have more then one assessor, each assessing different units or aspects of those units.

The assessor is responsible for
- managing the assessment process
- agreeing, recording and reviewing assessment plans with the candidate
- judging the evidence against the national occupational standards
- using appropriate assessment methods
- ensuring that assessments are safe and fair
- recording the assessment process and all assessment outcomes
- providing feedback to the candidate following each assessment
- passing all assessment records, with recorded outcomes, to the internal verifier
- contributing to continuous improvements within the assessment process
- continually updating their occupational competence and assessment skills
- contributing to the evaluation of the assessment process
- contributing to standardisation meetings.

Assessors will need to achieve the relevant qualification for their role before they can be regarded as a qualified assessor. There are two assessor qualifications:
- A1 – Assess candidates using a range of methods
- A2 – Assess candidates' performance through observation.

The assessor qualifications must be achieved within 18 months of registering for the qualification.

Assessors working towards their qualification must have their assessment judgements checked and countersigned by a qualified assessor. Further guidance on the countersigning of assessments is given in *Ensuring quality*.

The Habia Assessment Strategy (Appendix D) specifies the qualifications and/or experience that assessors must have in order to demonstrate their occupational competence.

In some organisations, a candidate may not have access to a work-based assessor. In this case, a **peripatetic** assessor will move between different assessment sites to carry out assessments.

Witnesses

It may not always be possible for the assessor to be present to observe a candidate's performance. For example, where their presence might be intrusive to the work being assessed or where an emergency incident occurs outside a planned assessment. If it is permitted by the standards, witness testimony may be used as an alternative means of collecting evidence.

Witness status lists should be provided by centres as a standard part of the candidate portfolio. Witness testimonies should identify the unit/learning outcome/assessment criteria being claimed.

Expert witnesses can also provide evidence of working processes, where an assessor is not able to be present. Ideally, a witness should be familiar with the standards and able to judge whether the candidate's performance meets their requirements. A sample witness testimony form is included in Appendix B.

The status of the witness is important to consider as this determines how much weight their statement has and what other supplementary evidence might be needed to infer competence. Appendix B provides an example that identifies the status of the witnesses against the following criteria:

1 = qualified assessor and occupational expert who is familiar with award standards
2 = occupational expert and familiar with standards
3 = occupational expert not familiar with standards
4 = non-expert A status 1 or 2 witness is more able to make an accurate

Judgement about a candidate's competence than a status 3 or 4 witness; therefore their testimonies would usually require less additional evidence to allow the assessor to infer competence.

Internal verifiers

The internal verifier appointed by the centre will sample the work of the assessor throughout the assessment process. Internal verifiers will conduct observations of assessors working with candidates and will need access to the candidate's workplace. They will internally verify the summative assessments carried out by the assessor.

External verifiers

The City & Guilds external verifier is responsible for ensuring that assessment and quality assurance undertaken within a City & Guilds centre is fair, consistent and meets the requirements of the national occupational standards. External verifiers will sample decisions taken by the centre staff and also observe assessors carrying out assessments in the workplace as part of their sampling plan. Some candidates may meet the external verifier on these occasions.

On approval to offer qualifications the centre will be notified of the name of the external verifier, who will liaise with the internal verifier/co-ordinator on all matters relating to the scheme.

Following approval, the external verifier will visit the centre on a regular basis to ensure that centre and/or qualifications operation continues to meet the required standards. The visit schedule will be determined by the centre's individual circumstances, taking into account quality, cost effectiveness and the rigour of the centre's internal processes. It should be noted, however, that external verification visits will usually be undertaken only if candidates have been registered for the qualification concerned.

On each verification visit, the external verifier will:
- check whether there have been any changes affecting centre information previously
- check the action plan agreed on the previous visit has been implemented
- review internal verification practice and procedures
- observe assessments in progress and/or sample candidates' assessment evidence
- advise on interpretation/implementation of the scheme standards (where necessary)
- develop a new action plan and complete a report, a copy of which will be left at the centre.

It is particularly important that there should be good communication between the centre and external verifier.

The external verifier will tell the centre how and where s/he can be notified of any changes in the operation of the scheme as soon as possible. For further details on external verification please refer to *Providing City and Guilds Qualifications* and *Ensuring Quality*.

4 Assessment
4.2 Summary of assessment methods

For the qualifications, candidates will be required to complete:
- a portfolio of evidence (logbook) for each unit
- the essential knowledge and understanding requirements.

These qualifications are likely to call for a variety of assessment methods and the national occupational standards define what is to be assessed. The evidence requirements will detail how many performances and aspects of the range must be demonstrated.

Methods of assessment include:

Observation of performance
This is the main method of assessment for qualifications that involve practical activity and tends to generate the most valid type of evidence. Observation of the candidate performing normal work activities should be carried out in the workplace over a period of time and make use of assessment opportunities as they occur naturally. Observation should be unobtrusive. The assessor should not interrupt the work flow but rather make a note of any questions they may wish to ask to amplify what has been observed. Observation should be in the workplace unless the use of a realistic working environment is specified.

Observation is always followed by a feedback session (see the paragraph on Providing feedback).

Observation of a simulated performance may only be used when the national occupational standards permit its use (eg when it is difficult to collect evidence in a real work situation, such as an emergency, unexpected problem or an activity that may give rise to a potentially dangerous or harmful situation). Simulation should never be the only method of assessment. The Assessment Strategy in Appendix D details where simulated activities are allowed.

Inspection of products
This method supports the observation of performance by providing additional performance evidence. Products may include:
- objects created or repaired
- work diaries
- photographs of finished work
- documents produced during the normal course of work activity
- reflective accounts
- work produced prior to starting the qualification and presented for assessment of prior experience and learning (APEL).

Products must be endorsed by a reliable person in the workplace who is able to confirm that they were produced by the candidate.

In an instance where a candidate is required to work as part of a team the individual contribution and performance must be both significantly and clearly defined.

Historical evidence

Although historical evidence will usually relate to performance, it may have no clear relationship with the standards and may require some organisation and cross-referencing. It will also have to be authenticated. The assessor will have to consider historical evidence in the light of current practice and may identify areas for further assessment. It is **not** acceptable for a candidate to base submission for a unit solely on historical evidence; the assessor will always wish to be reassured that competence is current. The use of historical evidence is also known as Accreditation of Prior Learning (APL).

Habia has set out specific requirements for the use of **APEL evidence** as follows:

The outcome-specific evidence requirements identify the minimum number of observations required for each learning outcome. If much suitable evidence of prior experience is available the number of observations may be reduced, as required. However, to ensure the currency of technical skills a minimum of **one observation** must still be recorded within the cut, colour, perming and relaxing units.

All the mandatory written (E4) questions must still be completed as specified.

Questioning

Questioning is used to assess the knowledge and understanding that underpin competent performance, to review observed performance or to supplement the performance, thus filling any gaps between what was observed and the evidence requirements. For example, to extend the evidence across the range an assessor may ask 'What would you do if…?'

The benefit of asking questions orally is that they can be asked immediately, in a less formal situation. Assessors can rephrase questions to ensure that the candidate has understood or can ask subsidiary questions. Assessors may seek clarification or reassurance; for example 'Why did you do it that way?'

Questions should relate only to the standards being assessed. Open questions should be used to elicit full answers from the candidate and should start with 'Why?', 'What?', 'How?', 'Tell me about'.

Assessors can record brief notes on the oral questions they ask and on the answers given where the **questions are assessor-devised** – these should be recorded in the relevant comments areas in the candidate logbook. Where the oral questions are set and an answer guide is provided, assessors usually need only record the date and outcome of the oral questions. However, for verification purposes assessors should periodically make brief notes on the type of answers accepted, particularly when assessing new areas and if they are inexperienced or working in sites away from the main centre.

Please see *Ensuring Quality* for additional guidance on **recording candidate responses to oral assessor questions**.

Projects or Assignments

Assignments specially set by the assessor are generally carried out over a period of time and will not be continuously observed. A project may cover aspects of work outside the candidate's responsibility such as assessing health and safety hazards in the workplace (Levels 1 or 2) or reviewing a department's operating procedures and making recommendations to management (Level 3 or 4). Assignments can be developed by centres for some areas of the essential knowledge and understanding component of the standards that are not required to be covered through mandatory written questions (see Appendix D for details of the mandatory written areas). Centres wishing to develop their own assignments must ensure they are checked by their external verifier before using. Centres should be careful not to develop additional assessment materials for judging competency where other forms of assessment may more readily and efficiently provide this.

Professional discussion

This method may be used to encourage a candidate to explain how they carry out their work. It is also a means of getting the candidate to explain certain behaviours and values relating to their work. Further guidance on the use of this assessment method is given in *Ensuring quality*.

Mandatory (E4) and non-mandatory (E3) knowledge assessments

The assessment strategy (see Appendix D) identifies critical knowledge and understanding for each unit. Awarding organisations are required to produce externally set assessments to cover the critical knowledge (E4) and understanding for each unit.

In the candidate logbook each unit includes a section that clearly identifies the essential knowledge and understanding requirements and a pre-entered code to indicate the type of evidence required. E3 is the code used for areas of knowledge that do not require mandatory externally set questions. E4 is the code for the areas requiring mandatory externally set questions, which awarding organisations are required to produce.

City and Guilds has produced assessment materials for both mandatory (E4) and non-mandatory (E3) areas. It is important that these assessments materials are used for summative assessment when the candidate has begun to demonstrate competence in the relevant unit.

On-line (GOLA) and paper tests

City & Guilds have produced on-line tests and paper tests for each unit to cover the E3 and E4 knowledge assessment requirements. The on-line assessments are available via the Global On-line Assessment (GOLA) system. Information on how to become a GOLA centre can be found on our website **www.cityandguilds.com/gola**.

To register your candidates on the qualification and GOLA, it is important to use the correct number. Please refer to the Walled Garden for these numbers. It is important to remember that once a candidate has registered onto the qualification (including GOLA) there is flexibility to use either GOLA or the paper test of the mandatory and non-mandatory tests. A combination of both is acceptable.

Mandatory tests (E4)

GOLA and paper versions are provided and cover all the essential knowledge and understanding for each unit as set by the assessment strategy. The invigilation of these tests is the same for both GOLA and the paper tests. They can be invigilated by a tutor/assessor that the candidate knows and do not require an independent invigilator. They are closed-book tests so notes or text books **cannot** used. 100% achievement is required, however, once 70% has been achieved in one sitting, alternative methods of assessment may be used to demonstrate the remaining knowledge. It is advisable that the candidate has sufficient time to prepare for these tests. If a candidate completes a mandatory test (E4) and achieves **under** 70%, then they must re-sit the **full test**. If a candidate achieves **over** 70%, the remaining knowledge can be through oral questioning, written questioning or GOLA.

Non-mandatory tests (E3)

GOLA and paper tests are provided and cover all the essential knowledge and understanding for each unit as set by the assessment strategy. The invigilation of these tests is the same for both GOLA and the paper tests. They can be invigilated by a tutor/assessor that the candidate knows and do not require an independent invigilator. They are open-book tests, so notes or text books may be used. 100% achievement is required for these tests. A candidate who does not achieve 100% will need to complete the remaining knowledge. The remaining knowledge can be covered by GOLA or paper tests, oral questioning or via practical observation.

Non-mandatory knowledge can also be covered by oral assessment or naturally occurring evidence.

Non-mandatory (E3) cross-unit tests

Cross-unit knowledge tests have been devised to reduce the burden of over-assessment and repetition for candidates. They have been produced for both GOLA and paper tests and cover non-mandatory tests only. It is recommended that the cross-unit knowledge test is taken **before** any other technical non-mandatory E3 test. A separate cross-unit test has been produced for each level and once achieved will remove the necessity to reproduce the same knowledge over and over again. The cross-unit tests at level 2 and 3 can be used for barbering and combined hair type as well as hairdressing.

For GOLA these tests are 601 for level 1, 602 for level 2 and 603 for level 3. The paper cross-unit knowledge tests are included in the E3 question packs. If candidates are using GOLA only they **must** complete the cross-unit knowledge test as well as the E3 and E4 tests for each unit.

The paper E3 knowledge tests include all knowledge questions for each unit. These have been included for any candidates that have **not** sat the cross-unit knowledge test, eg a candidate that wants to take just one unit. These tests have been split into two sections, Section A and Section B. Section A contains the technical non-mandatory knowledge for that unit and **must be** completed to achieve that unit. Section B contains the knowledge for the unit that is included in the cross-unit test. Any candidate that has completed the cross-unit test does **not** need to complete Section B of the test.

How to use E3 and E4 GOLA and paper tests

The paper tests are intended to be completed by the candidate in writing; however at the assessor's discretion the questions may be completed through oral questioning where this method of assessment is more suitable for the candidate. E3 questions may be taken over a period of time when completed through oral questioning.

The paper tests should be photocopied along with their marking header sheet and be handed out to candidates immediately before they take the test. An example of a marking header sheet can be found in Appendix B. Centres can photocopy the paper test and hold a stock securely within the centre.

New assessors using oral questioning to cover the written questions must make brief notes directly onto the answer paper in order to record the quality of the candidate's responses. The GOLA score report can also be used to record evidence of oral questioning.

Candidates should be provided with a quiet area in which to write their responses to the questions. Writing materials and a supply of A4 size paper must be made available in case they need additional space to record their answers.

The paper tests do not contain specific time allowances; however it is recommended that assessors allow a candidate an average of four to five minutes per question for a written assessment. This time allowance may vary at the assessor's discretion.

A suitable invigilator must be present throughout to guarantee the integrity of the assessment, hand out papers, monitor the time taken and ensure that all tests and completed answers are collected. (Suitable people include trainers, tutors, assessors and internal verifiers who are part of the centre's quality assurance systems).

E3 tests can be taken as open book. This allows access to books, materials, photographs, posters, diagrams, notes, however candidates **cannot** discuss the question with each other or the tutor/assessor.

Centre quality assurance coordinators are responsible for ensuring that all these assessment materials and answer guides are held securely before and after the date of the assessment.

Marking the knowledge assessments

The GOLA tests do not require the assessor to do any marking. The GOLA tests are marked instantly and two score reports are produced. The first score report details the knowledge and understanding the candidate has been successful in, and the second score report details the knowledge and understanding the candidate has still to achieve.

The model answers for the paper tests, which are supplied in the question packs, are not exhaustive and whilst assessors should try to follow the guide as much as possible, they should use their discretion as to whether an answer given by a candidate is acceptable. This is particularly so where questions demand an answer that involves salon policy. Assessors should consult their Internal Verifier for guidance in cases of doubt, who in turn should consult their external verifier, as required.

For each E4 mandatory paper test weighting of questions has been incorporated, however it is important to note 70% bench mark still remains; any candidates not achieving 70% must still retake the full paper.

In cases where the candidate's response to the question is unclear, the assessor may use oral questioning as a means to clarify the candidate's response. The assessor must record brief notes of any questioning used on the candidate's answer paper.

Recording results

Assessors should tick the first box on the marking header sheet to record candidate's success, and in the second box indicate whether the assessment method was written or oral assessment. The date of any re-assessments **must** be entered in the space provided for each question completed during those re-assessments. A tick should be awarded for every **complete** question that has been answered correctly. The completed header sheets should be attached to the candidate's answers and be stored as specified.

Candidate's success in an assessment should be recorded in the candidate's logbook as soon as possible to ensure that the record is kept up to date. If GOLA is used, a tick and date when all knowledge has been met is sufficient. This is found at the end of each individual unit. If oral questions have been used for some knowledge then the date that this has been met may be entered next to the knowledge statement.

Candidate appeals

Candidates who are dissatisfied with their assessment result should invoke their centre's candidate appeals procedure in the first instance. Centres **must** inform their external verifier of any candidate appeals they receive. Please see *Providing City & Guilds Qualifications* and *Ensuring Quality* for further information on requirements for candidate appeals.

Security and storage of completed assessment materials

To preserve the integrity and useful life of the questions, candidates must not be given their answer sheets for paper tests for inclusion into their portfolios, even if they leave or have completed their intended qualification.

When a candidate transfers to another centre, their completed written questions for any units where a certificate or unit credit have been claimed must be retained. The centre receiving the candidate does **not** need to obtain this evidence as they are not responsible for this claim. A copy of the certificate of unit credit should be included in the candidate's portfolio when it becomes available.

If the candidate has not completed the unit, eg a certificate or unit credit has not been claimed, the new centre **must** be provided with the candidate's completed paper test for the unit(s) on request. These materials should be sent promptly to avoid undue disruption to the candidate's work. However, to preserve the security of the questions, the paper **must not** be included in the candidate's portfolio and should be sent separately to the centre making the request.

Candidate's completed written answer sheets for E4 and E3 questions **must** be retained securely by centres for verification purposes following certification. Currently this is for a period of **three** years from the date of certification – please see *Ensuring Quality* for more information on the type of records and length of time they should be retained. After this time the papers may be securely destroyed. They **must** not be given to the candidate.

Assessment decisions

In reaching an assessment decision, the assessor must assess **all** evidence presented against the relevant units and the assessment specifications to decide if the evidence meets the VACS rule, in other words whether it is:

Valid – does it actually demonstrate what is claimed? Does it meet the minimum required standard? Does the evidence demonstrate competence? Has the knowledge and understanding been covered?

Authentic – is it the real work of the candidate?

Current – can it be inferred that the candidate would perform in this manner at the present time? This is particularly important with evidence that is presented for APEL.

Sufficient – does it cover all of the performance criteria, evidence requirements and knowledge requirements? Does it demonstrate that the candidate can, over time satisfy all the requirements of the national occupational standards? Sufficiency of evidence will largely depend on the quality of the individual items of evidence.

Evidence of knowledge and understanding may be derived from any of the assessment methods outlined above; although, performance evidence should be the prime source.

Formative assessment is judging each piece of evidence on its own. Assessors should regularly inspect the candidate's portfolio of evidence, conducting assessments to check progress and using the outcomes to support further assessment planning. By doing this, the assessor can ensure that any gaps in the evidence are filled.

Summative assessment is judging the whole evidence for a unit for sufficiency. During this assessment, the assessor makes the final judgement on the competence of the candidate to perform to the national occupational standards. It is helpful to have the candidate available during this assessment to answer questions and clarify issues.

Assessment decisions will be either that the candidate is competent or not yet competent.

Providing feedback

Throughout the development and assessment processes candidates will need feedback on their development and competence. Candidates will not be motivated to make progress to meet their target completion date unless they receive regular feedback.

Feedback should be given immediately following an observation, wherever possible, and time for this should be built into the assessment plan.

Feedback should be

- **specific** – relating to the standards that have been assessed
- **holistic** – indicating where there are other evidence opportunities
- **constructive** – giving information on how the standards were met or not met. If the standards were not met, the assessor should be clear about what future developments are required and the actions that the candidate must take before repeat assessment to ensure that they are competent when next assessed.

Assessment feedback should result in the review and updating of the current assessment plan, with projected dates for further or repeat assessments or a request for final internal and external verification. All these aspects of the assessment process should be recorded.

4   Assessment
4.3 Building a portfolio of evidence (Logbook)

The term portfolio is used to describe the organised collection of a candidate's evidence for assessment. Although candidates are generally responsible for gathering the evidence to demonstrate their competence, centres will need to provide guidance and support to help candidates develop the necessary skills to gather evidence. During induction, candidates will be taken through the process of building a portfolio of evidence, including the documentation that the centre is using. They will be shown how to log evidence and reference it to the national occupational standards.

The level of involvement a candidate will have for gathering evidence will vary.

- At Level 1, the candidate's responsibility for the collection of evidence may involve little more than agreeing the action and assessment plans and making sure that their evidence includes appropriate signatures. The main method of assessment is likely to be observation by the assessor. In this case, it is the assessor who is responsible for recording observations and any questioning as evidence for the portfolio.

- At Level 2, the candidate will have more responsibility for identifying evidence. The main method of assessment will still be observation by the assessor, who will be responsible for recording observations and questioning.

- At Level 3 and above, the technical competence and skills, knowledge and understanding required are more demanding. At these levels, the candidate must take a greater share of the responsibility for identifying and gathering evidence.

As well as the evidence, the portfolio must contain full candidate details and those of the people involved in supporting and assessing or providing testimonies.

City & Guilds supplies a specific candidate logbook for each qualification that contains evidence recording and summary sheets. An example of completed logbook pages can be found in Appendix B. Centres may develop and use an alternative logbook, but it must include information equivalent to that recorded in the City & Guilds logbook, and must be approved by the centre's external verifier before use.

Who owns the portfolio and how long should it be kept?
The candidate owns the portfolio throughout the assessment and quality assurance process and after certification. Assessors may review the portfolio at the centre following an assessment, returning it later to the candidate. It will be held at the centre for internal verification.

It is good practice to set up a signing in and out system for portfolios during the assessment and verification processes. This can help reduce the risk of portfolios being mislaid and any confusion about the location of a candidate's work at any given point in the process.

Portfolios of evidence may be returned to candidates after certification. The City & Guilds external verifier may however wish to see the portfolio during the visit that follows the award of the certificate. The centre must tell candidates that their portfolio may need to be retained by the centre or made available to the centre for this visit. See *Ensuring quality* for further details.

Although the evidence belongs to candidates, centres are responsible for the assessment records and auditable records should be kept for 3 years after certification, see *Ensuring Quality.*

Confidentiality

Some candidates may need to provide information on the location of pieces of relevant evidence instead of placing the actual documents in their portfolio. For example, they may use confidential work records to provide evidence. To safeguard organisational or client confidentiality, these records should **not** be included in the portfolio of evidence.

If evidence is not placed in the portfolio, access to the evidence must be made available to assessors, Internal Verifiers and, on a sample basis, to external verifiers. The portfolio should indicate where such evidence is located.

Centres should consult with their external verifier before approving these arrangements.

Evidence recording pages in the City & Guilds logbook

These are provided for each learning outcome. It must be recorded here how competence was inferred for each part of the standard. In the columns entitled 1 – 10 the assessor is required to sign and date that competent performance has been observed. The candidate is also required to sign each column to confirm their agreement of the record. Wherever possible the columns should be completed during the observation and signed immediately after when the feedback is provided (see Appendix D).

Habia has identified the number of observations required for each of the learning outcomes in the **evidence requirements**; you will notice that columns are provided; this does not mean all must be completed only the required amount as specified. Additional columns are provided in the case where the range has not been covered within the minimum observations. The required number of observations is also identified by the numbers at the top of each column, e.g. 1, 2 etc with the remaining columns as spares, if required. If the candidate requires additional spare columns because a mistake was made or if a formative outcome has been recorded, a photocopy of the Evidence Recording Page should be used.

Formative performances

While the evidence recording pages and logbook are primarily for recording summative outcomes, the spare columns may be used to record formative outcomes, if required, eg if the centre uses this as one of their methods of tracking the candidate's progress.

Any formative records made must be clearly marked as such and no part of this formative record can be used to meet the evidence requirements of the unit.

Contingency performance criteria

Some performance criteria are less likely to occur during a normal performance. These are referred to as contingency PCs and are identified with an asterisk (*).

Assessors should clearly indicate whether contingency PCs have been covered through performance during an observation or by oral questioning. Contingency PCs are displayed on

each outcome. The assessor must date the appropriate space provided. A comment can also be made in the comments section to identify which contingency PCs were or were not covered during each observation.

Assessors must wait until the opportunities for contingency PCs to be covered through naturally occurring performance evidence have been used, before covering the contingency PCs through the alternative assessment methods stated in the evidence requirements, eg the required observations should be completed before contingency PCs are covered through written/oral questions.

Assessor and witness status list

All those involved in the candidate's assessment should be listed and their status explained on this form. This helps internal and external verification.

Assessors are all those who are appointed by the centre to assess any part of the candidates work. They must be qualified to meet the occupational expertise and continuing professional development (CPD) requirements as set out by Habia. Inexperienced assessors who are still working towards A units must also be recorded on this form using the correct code.

Note: Inexperienced assessors working towards the A units may participate in assessments as long as their decisions are countersigned by a qualified assessor (in the specific subject area). Please see the guidance in *Ensuring Quality* for more information.

Qualified assessors who are not appointed by the candidates centre and are not part of its quality assurance systems must be entered as Code 1 witnesses e.g. decisions taken by assessors at Centre A are treated as Code 1 witness statements in Centre B when a candidate transfers.

Candidate work log/witness testimony

When it is not possible to observe candidates, they should use a work log. The work log should be initialled by an experienced stylist, eg a supervisor, who is aware that the candidate performed the activity and is familiar with the National Occupational Standards. The assessor should question the candidate on their work logs. The work log should be used to provide additional performance evidence and the minimum number of observations for each unit as specified by the evidence requirements should still be met.

Though much of the evidence of competence is drawn from direct observation of work activities, there will also be a need for additional supplementary evidence. This should be kept in a portfolio or file and would contain, for example, copies of messages and annotated stock records, records of observation, recent appraisals, personal diaries and logs, completed client record cards etc. This should be managed and organised in such a way that it is easily accessible to the assessor, internal and external verifiers.

The material contained in the portfolio/file should arise **directly** out of the practical activities undertaken and observed. It should be arranged showing how the evidence meets the evidence requirements. It normally takes the form of a folder or a group of related files, but most candidates find it convenient to use a ring binder.

The portfolio is **not** intended to contain coursework or other materials unless they have a direct bearing on the activities carried out as part of the overall assessment, eg a candidate may create a plan of the salon showing the responsibilities and location of other staff members.

5 Evidence requirements

Evidence requirements detail the types of, and a minimum amount of, evidence candidates must produce to demonstrate that they are competent, and the areas of the standards in which performance evidence is essential. The evidence requirements also explain when and under what conditions simulation may be used to generate evidence of performance.

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Unit G2 (005)
Assist with salon reception duties

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your work situation that you have met the standards for fulfilling salon reception duties.

You must practically demonstrate in your everyday work that you have met the standard for assisting with salon reception duties.

Your Assessor will observe these aspects of your performance **on at least 3 occasions,** 2 of which will cover making appointments.

From the range you must show that you have:

- handled face to face and telephone enquiries
- made appointments over the telephone and face to face with clients
- recorded all the appointment details listed.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit G3 (002)
Contribute to the development of effective relationships

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your work situation that you have met the standards for contributing to effective working relationships.

Your Assessor will observe these aspects of your performance **on at least 3 occasions,** 2 of which will cover your interaction with clients and 1 of which will cover your interaction with colleagues.

From the range you must show that you have:

- participated in all the types of learning opportunities listed.

Although a large part of the evidence of your performance will be gathered from the observations made by your assessor, you will need to produce other evidence to support your performance as described below:

To support observations, you should provide supplementary evidence to support consistency of your performance with colleagues and clients.

For Outcome 3, you should collect documentary evidence to show you have participated in self development activities over a period of time.

Unit G4 (019)
Fulfil salon reception duties

Evidence requirements

Evidence from simulated activities may be used to produce performance evidence for the following **but only when naturally occurring performance evidence cannot be obtained for:**

Methods of Payment Range Variables - 'cash equivalents', 'cheque' and 'payment cards' and handling the types of payment discrepancies listed.

You must practically demonstrate in your work situation that you have met the standards for fulfilling salon reception duties.

Your Assessor will observe these aspects of your performance **on at least 3 occasions.** These observations must cover all 4 main outcomes of this unit.

From the range statement, you must show that you have:

- handled **3 of the 4*** types of people
- handled **2 of the 3*** types of enquiries
- handled both types of appointment
- obtained all the appointment details
- handled all the methods of payment
- dealt with all the types of discrepancy.

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit G7 (013)
Advise and consult with clients

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You will need to demonstrate in your everyday work that you have met the standard for developing client consultancy skills.

Your Assessor will observe these aspects of your performance on **at least 3 occasions. These will cover consultations for 3 different technical units**.

From the range statement, you must show you:

- have consulted with new and regular clients
- have adapted your advice to take into account the factors limiting or affecting services
- have used all the means of identifying clients' wishes
- have identified or can describe suspected infections and infestations needing reporting.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present

Unit G8 (021)
Develop and maintain your effectiveness at work

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You will need to demonstrate in your everyday work that you have met the standard for developing and maintaining your effectiveness at work.

You will need to collect 'paper evidence' (also known as documentary evidence) to show that you have participated in development activities at work.

Your Assessor will observe your contributions to effective teamwork on **at least 1 occasion** which will be recorded.

From the range statement, you must show that you:

- have participated in all the listed opportunities to learn
- have agreed and reviewed your progress towards both productivity and personal development targets
- have offered assistance to both an individual colleague and in a group of your colleagues.

Although some of the evidence of your performance will be gathered from observations made by your assessor, you will need to put together more documentary evidence in your portfolio to support your achievement of this unit.

Unit G11 (046)
Contribute to the financial effectiveness of the business

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for contributing to the financial effectiveness of the business.

Your Assessor will make **1 observation** of your contribution to the monitoring and effective use of resources. In addition, you will need to collect documentary evidence to show you have met all the requirements of the standard. It is unlikely that you will be able to collect sufficient documentary evidence in less than 3 months.

From the range, you must show that you have:

- monitored and effectively used all the resources listed
- set and achieved your productivity targets for technical services and retail sales

For this particular unit, it is most likely the evidence of your performance will be gathered from relevant documentary evidence you have assembled in your portfolio.

Unit G15 (030)
Advise and consult with clients with African type hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for advising and consulting with clients with African hair types.

Your assessor will observe these aspects of your performance on **at least 3 occasions. These will cover consultations for 3 different technical units.**

From the range, you must practically demonstrate that you have:

- consulted with new and regular clients
- used all the means of identifying client's wishes
- adapted your advice to take into account the factors limiting or affecting services
- advised client's of all the factors that will impact on hairdressing services
- identified or can describe suspected infections and infestations needing reporting

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit G16 (054)
Provide Consultation Services for African Type Hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing consultation services for African hair types.

Your assessor will observe these aspects of your performance on **at least 3 occasions. These will cover consultations for 3 different technical units.**

From the range, you must show that you have:

- used all the means of identification listed
- considered all the factors limiting or affecting services
- **when performance evidence is not available, Range 3 may be fully covered by knowledge evidence**
- advised clients of all the factors that will impact on hairdressing services

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit G17 (012)

Give clients a positive impression of yourself and your organisation (ICS Unit 9)

Evidence requirements

Your evidence should be collected when carrying out a real job, whether paid or voluntary and when dealing with real clients, whether internal or external to the salon. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence with this unit. *(Guidelines for the assessment of a Realistic Working Environment can be found in the Client Service Assessment Strategy for NVQ/SVQ Levels 2, 3 and 4 – January 2006)*

You may collect the evidence for the unit through work in a private sector salon, a not-for-profit salon or a public services salon.

You must provide evidence that shows you have done this over a sufficient period of time with different clients on different occasions for your assessor to be confident that you are competent.

You must provide evidence of creating a positive impression with clients:

- during routine delivery of client service
- during a busy period for your salon
- during a quiet period for your salon
- when people, systems or resources have let you down.

You need to prove that you have dealt with clients who:

- have different needs and expectations
- appear angry or confused
- behave unconventionally.

Your evidence must show that you respond to clients using your salon's procedures and guidelines.

Your communication with clients may be face to face, in writing, by telephone, text message, email, internet, intranet or by any other method you would be expected to use within your job role.

You must prove that you communicate with clients effectively by providing evidence that you:

- use appropriate spoken or written language
- apply the conventions and rules appropriate to the method of communication you have chosen.

Unit G18 (020)
Promote additional services or products to clients (ICS Unit 10)

Evidence requirements

Your evidence should be collected when carrying out a real job, whether paid or voluntary and when dealing with real clients, whether internal or external to the salon. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence with this unit. *(Guidelines for the assessment of a Realistic Working Environment can be found in the Client Service Assessment Strategy for NVQ/SVQ Levels 2, 3 and 4 – January2006)*

You may collect the evidence for the unit through work in a private sector salon, a not-for-profit salon or a public services salon.

You must provide evidence that shows you have done this over a sufficient period of time with different clients on different occasions for your assessor to be confident that you are competent.

You must provide evidence that the additional services or products offered include:

- use of services or products that are new to your client
- additional use of services or products that your client has used before.

Your evidence must show that you:

- follow salon procedures for offering additional services or products to your clients
- create opportunities for encouraging your clients to use additional services or products
- identify what your client wants by seeking information directly
- identify what your client wants from spontaneous client comments.

Your communication with clients may be face to face, in writing, by telephone, text message, email, internet, intranet or by any other method you would be expected to use within your job role.

Unit G19 (041)
Support client service improvements (ICS Unit 37)

Evidence requirements

Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real clients, whether internal or external to the salon. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence with this unit. *(Guidelines for the assessment of a Realistic Working Environment can be found in the Client Service Assessment Strategy for NVQ/SVQ Levels 2, 3 and 4 – January 2006)*

You may collect the evidence for the unit through work in a private sector salon, a not-for-profit salon or a public services salon.

You must provide evidence that shows you have done this over a sufficient period of time with different clients on different occasions for your assessor to be confident that you are competent.

You must prove that you have:

- contributed to improving client service through your own efforts
- contributed to improving client service by working with others

Your evidence must cover at least two changes with which you have been actively involved. In each case you must be able to identify the part you played in:

- linking client feedback with the reasons for the change
- implementing the change
- gathering client reactions to the change

Your evidence for each change must show how:

- the change has improved client service
- your clients have reacted to the change

Each change that is part of your evidence must be significant enough for a regular client to notice that the services or products you are delivering are different or that the way you and your colleagues deliver the services or products is different.

Unit G20 (001)
Ensure responsibility for actions to reduce risks to health and safety (HSS 1)

Evidence requirements

The Common Evidence Requirements below are in addition to the ENTO Assessment Strategies approved by UKCG in February 2008.

The standards require evidence of consistent occupational competence, as defined by the standards, to be demonstrated through relevant work activities. A variety of assessment methods should be used to confirm competence. Assessment of knowledge should be integrated with the assessment of performance wherever possible and appropriate.

Assessment of performance and knowledge in the workplace

All evidence must be derived from performance in the workplace with no exceptions. Therefore **no simulated working conditions** have been specified in this Assessment Strategy as the outcomes can be demonstrated by a combination of other assessment methods drawn from:

- direct observation of the candidate in the workplace
- witness testimony by colleagues and line managers of the candidate's successful performance of activities in the workplace
- documentary and other product based evidence
- a personal report by the candidate endorsed by colleagues
- questions
- discussion
- professional discussion.

This is not an exhaustive list and the Common Evidence Requirements are owned by the Awarding Bodies who will develop their own guidance documentation on evidence requirements.

Unit G21 (037)
Provide hairdressing consultation services

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You will need to demonstrate in your everyday work that you have met the standard for providing consultation services.

Your Assessor will observe these aspects of your performance on **at least 3 occasions. These will cover consultations for 3 different technical units**.

From the range statement, you must show you have:

- used all the means of identification
- considered all the factors limiting or affecting services
- advised clients of all the implications that will impact on hairdressing services

Note: When performance evidence is not available, Range 3 may be fully covered by knowledge evidence.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit G22 (036)
Monitor procedures to safely control work operations (HSS 3)

Evidence requirements

The Common Evidence Requirements below are in addition to the ENTO Assessment Strategies approved by UKCG in February 2008.

The standards require evidence of consistent occupational competence, as defined by the standards, to be demonstrated through relevant work activities. A variety of assessment methods should be used to confirm competence. Assessment of knowledge should be integrated with the assessment of performance wherever possible and appropriate.

Assessment of performance and knowledge in the workplace

Monitoring the operation of workplace health and safety procedures is the legal responsibility of all senior staff in a salon, not just that of the manager or proprietor. These responsibilities extend beyond salon staff to all people entering the business e.g. clients, suppliers, contract cleaners, etc. Therefore, in the context of this unit, 'other people' includes not only other employees, but all those who have a reason to be on salon premises at any time.

Evidence for outcomes relating to 'other people', therefore, may be drawn from a wide base of possibilities e.g. politely instructing clients to hang coats in the place provided and stow their bags at reception to comply with workplace procedures to avoid obstructions and accidents in salon work areas; briefing a new starter on some aspect of workplace health & safety procedures. (Outcome 1e)

All evidence must be derived from performance in the workplace *or approved Realistic Working Environment conforming to current Habia criteria*.

Simulation is not allowed for any performance evidence within this unit as the outcomes can be demonstrated by a combination of assessment methods drawn from:

- Direct observation of the candidate in the workplace
- Witness testimony by colleagues and line managers of the candidate's successful performance of activities in the workplace
- Documentary and other product-based evidence
- A personal report by the candidate endorsed by colleagues
- Questions
- Discussion
- Professional discussion

This is not an exhaustive list and the Common Evidence Requirements are owned by the Awarding Bodies which will develop their own guidance documentation on evidence requirements. *However, given the nature of the outcomes required, it is likely various types of documentary evidence, questioning and discussion will form the main assessment methods for the hair and beauty industries.*

Unit H32 (048)
Contribute to the planning and implementation of promotional activities

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for contributing to the planning and implementation of promotional activities.

Your Assessor will make **1 observation** of your performance when planning and implementing promotional activities. In addition, you will need to collect further documentary evidence to show you have met all the requirements of the standard.

From the range, you must show that you have:

- developed both types of objectives
- undertaken all the types of promotional activities listed

Although some evidence of your performance will be gathered from the observations made by your assessor, it is likely you will need to assemble relevant documentary evidence in your portfolio to meet the requirements of the standard and qualification.

Unit GH1 (003)
Shampoo and condition hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for shampooing and conditioning hair.

Your assessor will observe these aspects of your performance on **at least 3 separate occasions each for a different client.**

From the range, you must show that you have:

- used all the massage techniques
- worked on all the hair lengths
- used all types of conditioning products.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH2 (006)
Blow dry hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for blow drying hair.

Your assessor will observe these aspects of your performance on **at least 3 occasions each for a different client.**

From the range, you must show that you have:

- used all types of tools
- worked on all the hair lengths
- used all the blow drying techniques.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH3 (004)
Prepare for hair services and maintain work area

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for preparing and maintaining work areas.

Your Assessor will observe your performance on **at least 3 occasions** and must include preparation for **3 different** hairdressing or barbering services.

No range items.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH4 (007)
Assist with hair colouring services

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for assisting with colouring services.

Your Assessor will observe these aspects of your performance on **at least 2 occasions, 1** of which will include the removal of colouring materials.

You must show that you have used all the products in the range.

It is likely most evidence of your performance will be gathered from observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH5 (008)
Assist with perming hair services

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for assisting with perming services.

Your Assessor will observe these aspects of your performance on **at least 2 occasions.**

It is likely most evidence of your performance will be gathered from observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH6 (009)
Plait and twist hair using basic techniques

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for plaiting and twisting hair using basic techniques.

Your assessor will observe your performance on **at least 3 occasions which must include observation of:**

- a minimum of 5 cornrows
- a single French plait
- a series of small two strand twists covering a minimum of 25% of the head.

From the range, you must show that you have:

- used all the types of products
- created all the types of plaits and twists.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH7 (010)
Remove hair extensions

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for removing hair extensions.

Your assessor will observe your performance on **at least 2 occasions which must include the removal of 1 hot and 1 cold extension systems.**

From the range, you must show that you have:

- used **2 out of the 4*** types of tools and products
- removed both types of extensions.

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH8 (014)
Shampoo, condition and treat the hair and scalp

Evidence requirements
Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for shampooing, conditioning and treating the hair and scalp.

Your Assessor will observe these aspects of your performance on **at least 3 occasions.**

From the range, you must show that you have:

- adapted your shampooing techniques for **3 out of the 5*** hair conditions

- adapted your shampooing techniques for **3 out of the 5*** scalp conditions

- used all the shampooing massage techniques
- dealt with all hair lengths
- considered all the contra-indications
- used all the conditioning products

- used all of the conditioning massage techniques

- adapted your conditioning massage techniques for **3 out of the 5*** hair conditions
- adapted your conditioning massage techniques for **3 out of the 5*** scalp conditions
- given all the advice.

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH9 (015)
Change hair colour

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for changing hair colour.

Your Assessor will observe your performance on **at least 7 occasions, each on different clients. These observations must include:**

- one re-growth application of permanent colour
- one full head application of permanent colour
- two applications of woven highlights and/or lowlights. **One of these must be carried out on a full head.**

From the range, you must show that you have:

- used **3 of the 4*** types of products
- questioned clients on all the areas of contra-indications
- carried out all the tests
- taken into account all the factors
- used all the colour application techniques
- given all the types of advice.

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH10 (016)
Style and finish hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for styling and finishing hair.

Your Assessor will observe your performance on **at least 3 occasions, each on different clients, which must include:**

- blow drying with a brush to create volume
- blow drying with a round brush to create curl
- straightening and smoothing with a brush
- use of heated styling equipment.

From the range, you must show that you have:

- used **4 out of the 7*** products
- used all the types of heated styling equipment
- styled all types of hair
- taken into account all the factors
- used all the blow drying tools and equipment
- produced all the blow dry finishes
- given all the advice.

*However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH11 (017)
Set and dress hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for setting and dressing hair.

Your Assessor will observe your performance on **at least 3 occasions which must include observation of a:**

- curled effect
- smooth effect
- rolled effect.

At least one of the observations must be of a set using rollers secured with pins.

From the range, you must show that you have:

- used **4 out of the 7*** products
- used all the types of tools and equipment
- used all the setting techniques
- set all hair types
- used all the sectioning and winding techniques
- taken into account all factors
- used all the dressing techniques and created all the effects
- given all the advice.

*However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH12 (018)
Cut hair using basic techniques

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for cutting a variety of looks on both hair types.

Your Assessor will observe your performance on **at least 8 occasions – 2 for each cutting look (fringes can be incorporated into any of the cutting looks). These looks must include:**

- a one length above the shoulder, and
- a short graduation incorporating the use of scissor over comb.

From the range, you must show that you have:

- adapted your cutting techniques to take into account the factors
- achieved all the looks
- used all the cutting techniques
- cut all the hair types
- given all the advice.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH13 (022)
Plait and twist hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for using plaiting and twisting techniques.

Your Assessor will observe your performance on **at least 4 occasions. Each occasion must be of a different look.**

From the range, you must show that you have:

- used all the products
- created all the types of plaits and twists
- taken into account all the factors
- given advice covering all the areas.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH14 (023)
Perm and neutralise hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for perming and neutralising hair

Your Assessor will observe these aspects of your performance on **at least 3 occasions. 2 of the observed perms must be carried out on a full head.**

From the range, you must show that you have:

- used all the products
- questioned clients on all the areas of contra-indication
- carried out all tests in the range
- taken into account all the factors
- carried out all the types of sectioning techniques
- given all the advice.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH15 (024)
Attach hair to enhance a style

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for attaching hair to enhance a style.

Your Assessor will observe your performance **on at least 2 occasions, which must include a removal of extensions.**

From the range, you must show that you have:

- used both types of attachment systems
- taken account of all the factors
- taken into account all the contra-indications
- carried out all the tests
- given all the types of advice.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH16 (038)
Creatively cut hair using a combination of techniques

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for creatively cutting women's hair using a combination of techniques.

Your Assessor will observe your performance on **at least 6 occasions**. **Each observation must be of a different creative restyle cut, one of which must include a precision cut.**

From the range, you must show that you have:

- used all the tools and equipment*
- taken into account all the factors
- cut all the types of hair
- used **7 out of the 10** cutting techniques and effects**
- used creative finishing techniques when styling hair and applying products
- given all the advice

*Use of clipper attachments is not allowed at Level 3.

**However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH17 (039)
Colour hair using a variety of techniques

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for colouring hair using a variety of techniques.

Your Assessor will observe these aspects of your performance on **at least 6 occasions, of which**

- 1 must be of a full or partial head application (at least 30% of the head) using a lightener
- 1 must be of a re-growth application using a lightener
- 1 must be to resolve a basic colouring problem
- 2 must be of creative colouring effects using 2 or more colours on one head
- 1 must be of a creative colouring effect using 1 lightener and at least 1 colour on one head

NOTE: Any one of the lightening processes must include the use of a toner. The evidence from this unit may be generated from work carried out on men and/or women.

From the range, you must show that you have:

- used all the types of products
- questioned clients on all the areas of contra-indication
- carried out all tests
- considered all the factors
- used all the colouring and lightening effects
- used **2 of the 3*** lightener application techniques
- used **2 of the 3** colour correction products*
- used all the colour correction techniques
- given all the advice

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH18 (040)
Provide colour correction services

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for colouring hair using a variety of techniques.

Your Assessor will observe these aspects of your performance on **at least 4 occasions. The evidence for this unit may be generated from work carried out on men and/or women.**

From the range, you must show that you have:

- used **4 out of the 5** types of products*
- carried out all the types of colour correction
- questioned clients on all the areas of contra-indication
- carried out all tests
- considered all the factors
- given all the advice

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH19 (041)
Creatively style and dress hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for styling and dressing hair to achieve a variety of creative looks.

Your Assessor will observe your performance on **5 occasions. Each observation must:**

- **be of a different look each on different clients**
- **2 observations must include the use of different non-conventional items**
- **1 observation must include the appropriate use of accessory/accessories or added hair**

From the range, you must show that you have:

- used all the styling techniques
- used all the types of winding techniques
- taken account of all the factors
- given all the advice

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH20 (042)
Creatively dress long hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for styling and dressing long hair.

Your Assessor will observe your performance on **5 occasions. Each observation must be of a different look each on different clients and include:**

- **1 look using accessories**
- **1 look using added hair**
- **1 look with at least of 40% of the hair dressed up and the remainder dressed down**

From the range, you must show that you have:

- used all the dressing techniques and effects
- taken account of all the factors
- given all the advice

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH21 (043)
Develop and enhance your creative hairdressing skills

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for developing and enhancing your creative skills.

You must produce evidence of creating **3 different hair designs**, covering **both** types of image in the range. **Your assessor must observe you on at least 1 occasion.**

From the range, you must show that you have:

- covered at least **1 of the types of activities***
- covered both types of image
- used at least **4 out of the 11** techniques*
- used at least **2 of the 3** types of additional media*
- involved at least **2** of the range of relevant people in planning, implementing and evaluating your range of images*.

NOTE: For this particular unit, knowledge, understanding and skills evidence need not be produced for the remaining items in the range.

Although some evidence of your performance will be gathered from the observations made by your assessor, it is likely you will need to assemble relevant documentary evidence in your portfolio to meet the requirements of standard and qualification.

NOTE: Use of clipper attachments is not allowed at Level 3.

Unit GH22 (044)
Create a range of permed effects

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for creating a variety of permed effects.

Your Assessor will observe these aspects of your performance on **at least 3 occasions, which must include:**

- **2 different sectioning and winding techniques, 1 of which must be carried out on sensitised hair**
- **1 straightening technique**

From the range, you must show that you have:

- used all the products
- questioned clients on all the areas of contra-indication
- carried out all tests
- considered all the factors
- used **2 out of the 6*** sectioning and winding techniques
- used **1 of the 2*** straightening techniques
- permed **1 of the types** of sensitised hair
- achieved **3 out of the 5*** permed effects
- given all the aftercare advice

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH23 (045)
Provide creative hair extension services

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing creative hair extension services.

Your Assessor will observe your performance on **3 occasions, each on different clients which must include:**

a full head of extensions
a partial head of extensions covering at least 25% of the head
use of man-made fibre extensions

From the range, you must show that you have:

- used all the attachment systems
- used **2 out of the 4** cutting tools*
- taken account of all the factors
- considered all the contra-indications
- carried out all tests
- used both types of hair extensions
- carried out full head and partial head extensions
- used **3 out of the 5** cutting techniques*
- used **3 out of the 4** creative finishing techniques*
- given all the advice

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

NOTE: Use of clipper attachments is not allowed at Level 3.

Unit GH24 (059)
Provide consultation services for Hair and Scalp Conditions

1. Simulation is not allowed for any performance evidence within this unit.

2. You will need to demonstrate in your everyday work that you have met the standard for providing consultation services for hair and scalp conditions.

3. Your assessor will observe these aspects of your performance on **at least 3 occasions using 3 different clients.**

4. From the range statements, you must show you have:

   - used all the consultation techniques
   - considered all the factors limiting or affecting treatment
   - advised the client on the different courses of action
   - covered all implications

   NB When performance evidence is not available, Range 2 and 3 may be fully covered by knowledge evidence.

5. It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GH25 (060)
Provide Specialist Hair and Scalp treatments

1.   Simulation is not allowed for any performance evidence within this unit.

2.   You must practically demonstrate in your everyday work that you have met the standard for providing hair and scalp treatments.

3.   Your assessor will observe your performance **on at least 4 occasions on different clients, one of which must be treating a scaling scalp and another for diffuse hair loss.**

4.   From the range, you must show that you have:

   a.   used 5 of the 6 treatment products*
   b.   used all types of tools and equipment
   c.   considered all the factors
   d.   covered 7 of the 9 hair and scalp conditions*
   e.   used all the massage techniques
   f.   covered all the treatment objectives
   g.   given all aftercare advice

   *However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all items in these ranges

5.   It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GB1 (011)
Assist with shaving services

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for assisting with shaving services.

Your Assessor will observe these aspects of your performance on **at least 2 occasions.**

From the range, you must show that you have:

- used all the lathering products
- carried out all the lathering techniques.

It is likely most evidence of your performance will be gathered from observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GB2 (029)
Change men's hair colour

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for changing men's hair colour.

Your assessor will observe your performance on **at least 6 occasions, each on different clients. These observations must include:**

- one full head application of quasi-permanent colour
- one full head virgin application of permanent colour or lightening product
- one re-growth application of permanent colour or lightening product
- four different techniques of partial head applications of colour, one of which must be using a lightening product

From the range, you must show that you have:

- used all the types of products
- questioned clients on all the areas of contra-indications
- carried out all the tests
- taken into account all the factors
- used all the colour application techniques
- given all the types of advice

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GB3 (025)
Cut hair using basic barbering techniques

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for cutting hair using barbering techniques.

Your Assessor will observe your performance on **at least 10 occasions - 2 for each cutting look in the range (looks can be combined on the one head)**.

From the range, you must show that you have:

- used all the tools and equipment
- taken into account all the factors
- cut all the looks
- used all the techniques
- cut all the hair types
- cut all the neckline shapes
- cut all the outline shapes
- given all the advice

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if you assessor has not been present.

Unit GB4 (026)
Cut facial hair to shape using basic techniques

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for cutting facial hair.

Your Assessor will observe these aspects of your performance on **at least 4 occasions.** These observations **must** cover:

- one tapered beardline
- one outlined beard
- two different moustache shapes

From the range, you must show that you have:

- used all the types of tools
- taken account of all the factors
- cut all the looks
- used all the cutting techniques
- given all the advice

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GB5 (027)
Dry and finish men's hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for drying and finishing men's hair.

Your Assessor will observe these aspects of your performance on **at least 3 occasions** which must include the use of **3 different styling and finishing products**.

From the range, you must show that you have:

- used **3 out of the 5*** styling and finishing products
- dried and finished all hair types
- considered all the factors
- used all the styling techniques
- achieved all the finished looks
- given all the advice

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GB6 (051)
Provide shaving services

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for shaving.

Your Assessor will observe your performance on **at least 3 occasions**.

From the range, you must show that you have:

- shaved full facial hair and beard outlines
- used all the types of tools and equipment
- taken into account all the factors
- used all the lathering products
- used all the lathering techniques
- used all the shaving techniques
- used all the finishing products
- given all the advice

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit GB7 (049)
Design and create a range of facial hair shapes

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for cutting facial hair.

Your Assessor will observe your performance on **at least 4 occasions which must include 1 moustache only shape and any 3 beards with moustaches**.

From the range, you must show that you have:

- used all the tools and equipment*
- taken into account all the factors
- achieved all the looks
- used all the cutting techniques
- given all the advice

It is most likely evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

NOTE: Use of clipper attachments is not allowed at Level 3.

Unit GB8 (050)
Creatively cut hair using a combination of barbering techniques

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for creatively cutting hair using a combination of barbering techniques.

Your Assessor will observe your performance on **at least 6 occasions**. **Each observation must be of a different creative restyle cut.**

From the range, you must show that you have:

- used all the tools and equipment*
- taken into account all the factors
- used **9 out of the 12**** cutting techniques and effects
- created all the neckline shapes
- used creative finishing techniques when styling hair and applying products
- given all the advice

**However, you must prove to your assessor that you have the necessary, knowledge, understanding and skills to be able to perform competently in respect of all items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

NOTE: Use of clipper attachments is not allowed at Level 3.

Unit GB9 (052)
Provide face massage service

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing face massage services.

Your Assessor will observe your performance on **at least 2 occasions.**

From the range, you must show that you have:
- used all the types of products
- considered all the factors
- used both types of massage media
- used all the massage techniques
- given all the advice

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit AH6 (031)
Shampoo and treat the hair and scalp for African type hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for shampooing and treating the hair and scalp for African hair types.

Your assessor will observe these aspects of your performance on **at least 3 separate occasions.**

From the range, you must show that you have:

- used all of the conditioning and treatment products listed
- used all the shampooing massage techniques
- dealt with all the hair conditions listed
- adapted your shampooing techniques for **2 out of the 4*** scalp
- conditions listed
- used all the conditioning massage techniques listed
- given all the types of advice listed

*However, you must prove to your assessor that you have the necessary   knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor

Unit AH7 (032)
Style and finish African type hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for styling and finishing African type hair

Your assessor will observe your performance on **at least 3 occasions which must include:**

- blow drying with a round brush
- straightening with comb attachment
- barrel curls
- using strengtheners to direct the hair outwards
- using strengtheners to direct the hair under

From the range, you must show that you have:

- used **4 out of the 8*** products listed
- used all the types of tools listed
- used all the types of equipment listed
- styled both types of hair listed
- taken into account all the factors listed
- used all the blow-drying techniques listed
- produced all the blow dry finishes listed
- used all the styling techniques listed
- given the advice listed

*However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit AH10 (033)
Relax hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for relaxing hair.

Your Assessor will observe these aspects of your performance on **at least 3 occasions for relaxing processes.**

From the range, you must show that you have:

- used all the products in the range
- used **3 out of the 4*** types of tools listed
- questioned clients on all the areas of contra-indication listed
- carried out all the tests in the range
- covered all the analysis areas listed in the range
- used all the application techniques
- considered all the factors listed in the range
- carried out relaxing in **3 out of the 4*** areas listed in the range
- that you have given all the types of advice listed in the range

However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit AH17 (034)
Attach hair to enhance a style for African type hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for attaching hair to enhance a style.

Your assessor will observe your performance on at least 3 occasions, including at least 1 observation of bonded hair attachments which must be a minimum of 4 rows

From the range, you must show that you have:

- used all the attachment techniques listed
- used all the cutting tools listed
- used all the hair attachment tools and equipment listed
- taken account of all the factors listed
- taken into account all the contra-indications listed
- used all the cutting techniques listed
- given all the types of advice listed

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit AH18 (035)
Perm African type hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for perming African type hair.

Your Assessor will observe these aspects of your performance on **at least 2 occasions for rearranging, perming and neutralising processes.**

From the range, you must show that you have:

- used all the products in the range
- questioned clients on all the areas on contra-indication listed
- carried out all the tests in the range
- you covered all the analysis areas listed in the range
- considered all the factors listed in the range
- carried out rearranging on **2 out of the 3*** types of hair listed in the range
- used both sectioning and winding techniques in the range
- that you have given all the types of advice listed in the range

* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit AH21 (028)
Create basic patterns in hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for creating basic patterns in hair.

Your Assessor will observe your performance on **at least 3 occasions, all of which must be of different patterns each covering 25% of the head and 1 must include the use of curved lines.**

From the range, you must show that you have:

- used all the tools and equipment listed
- taken into account all the factors listed
- created all the types of patterns listed
- used all the cutting techniques listed
- given advice covering all the areas listed

It is most likely evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit AH26 (055)
Provide a variety of relaxing services

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing a variety of relaxing services.

Your Assessor will observe these aspects of your performance on **at least 4 occasions for relaxing processes.**

From the range, you must show that you have:

- used all the types of products listed
- used **2 out of the 4*** tools listed
- covered all the analysis areas listed
- provided **4 out of the 6*** relaxing services listed
- questioned clients on all the areas on contra-indication listed
- carried out all the tests listed
- considered all the factors listed
- given all the types of advice listed

  * However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit AH30 (057)
Style African Type Hair using thermal styling techniques

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for thermal styling African type hair

Your assessor will observe your performance on **at least 3 occasions which must include observation of:**

- a short graduation which includes the use of pencil irons
- thermal styling carried out on a client with some white hair

From the range, you must show that you have :

- used all the thermal styling tools listed
- used all the equipment listed
- covered all the looks listed
- styled all the types of hair listed
- taken account of all the factors listed
- used all the styling techniques listed
- created all the shapes listed
- given the advice listed

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit AH31 (056)
Creatively style and dress African Type Hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for creatively styling and dressing hair

Your assessor will observe your performance on **at least 2 occasions. Each occasion must be of a different look. One look must include the use of added hair.**

From the range, you must show that you have:

- used all the dressing techniques listed
- taken into account all the factors listed
- given the advice listed

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit AH32 (058)
Extend hair using a variety of techniques for African Type Hair.

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for extending hair using a variety of techniques.

Your assessor will observe your performance **on at least 3 occasions. 1 observation must be of a full head sewn in weave which must have been closed using the hair weft.**

From the range, you must show that you have:

    h.   used all the bonding techniques listed
    i.   carried out fusing on **1 of the 2*** options listed
    j.   carried out **1 of the 3*** weaving techniques listed
    k.   used all the cutting tools listed
    l.   used all the hair attachment tools and equipment listed
    m.   taken account of all the factors listed
    n.   considered all the contra-indications listed
    o.   used all the cutting techniques listed
    p.   used all the creative finishing techniques listed
    q.   given all the types of advice listed

    * However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in these ranges.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit AH35 (053)
Design and create patterns in hair

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for designing and creating patterns in hair.

Your Assessor will observe your performance on **at least 3 occasions, all of which must be of different patterns and 1 pattern must be over a full head.**

From the range, you must show that you have:
- use all the tools and equipment listed*
- taken into account all the factors listed
- produced designs that cover the areas of the head listed
- created all the types of patterns listed
- used all the cutting techniques listed
- given advice covering all the areas listed

It is most likely evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

NOTE: Use of clipper attachments is not allowed at Level 3.

Unit B1 (061)
Prepare and maintain salon treatment work areas

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for preparing and maintaining the beauty therapy work area.

Your assessor will observe your performance on **at least 3 separate occasions**
From the range, you must show that you:

- prepared and maintained work areas for 6 out of the 8* treatments
- have prepared all types of environmental conditions

  * However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit B2 (062)
Assist with facial skin care treatments

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for assisting with facial treatments.

Your assessor will observe your performance on **at least 3 occasions**.

From the range, you must practically demonstrate that you:

- have used all consultation techniques
- have identified all skin types
- *have carried out all types of preparation of the client*
- have used all types of facial products
- *given all the types of advice*

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit B3 (063)
Assist with day make-up

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for providing day make-up.

Your assessor will observe your performance **on at least 3 occasions, each involving a different client.**

From the range statement, you must practically demonstrate that you:

- *have used all the consultation techniques*
- *have identified all skin types*
- *have carried out all forms of preparation of the client*
- *have used all types of make-up products*
- *have provided all types of advice.*

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

Unit N1 (064)
Assist with nail services

Evidence requirements

Simulation is not allowed for any performance evidence within this unit.

You must practically demonstrate in your everyday work that you have met the standard for assisting with nail services on the hands and feet.

Your assessor will observe your performance on at least 3 occasions, **one of which must be observed on the feet.**

From the range, you must show that you:

- have used all consultation techniques
- *have applied **3 of the 4 nail finishes***
- *have provided all advice*

* However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

It is likely most evidence of your performance will be gathered from the observations made by your assessor, but you may be required to produce other evidence to support your performance if your assessor has not been present.

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Appendix A

Appendix A1 - E3 cross-unit knowledge test mapping

Appendix A2 – Overview of essential knowledge assessment

Appendix A1 – Cross-unit knowledge test mapping

The following charts highlight which knowledge statements in each unit are covered by the cross-unit knowledge tests. When referencing, these knowledge statements are shaded in the underpinning knowledge section of the candidate logbook.

Level 1 NVQ Certificate in Hairdressing and Barbering

Knowledge Requirements	Unit numbers and NOS reference										
	001 **G20**	**002** **G3**	**003** **GH1**	**004** **GH3**	**005** **G2**	**006** **GH2**	**007** **GH4**	**008** **GH5**	**009** **GH6**	**010** **GH7**	**011** **GB1**
Your salon's requirements for client preparation			01			01	01	01	01	01	01
Your salons requirements for the disposal of waste				02		03	02	02		03	02
Your own responsibilities under the current Control of Substances Hazardous to Health Regulations			04	04			05	05	02		04
How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury			08			06	10	10	07	09	09
Why it is important to keep your work area clean and tidy			10			09	13	13	09	12	13
Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation			11			13	14	14	10	14	14
The importance of personal hygiene			12			15	15	15	11	16	15

Level 1 NVQ Certificate in Beauty Therapy

Knowledge Requirements	Unit numbers and NOS reference						
	001 **G20**	**002** **G3**	**061** **B1**	**005** **G2**	**062** **B2**	**063** **B3**	**064** **N1**
Your responsibilities and reasons for maintaining your own personal hygiene, protection and appearance according to accepted industry and organisational requirements			02		05	05	05
the condition in which work areas should be left and why this is important			16		09/24	21	09
your responsibilities under relevant health & safety legislation					01	01	01
why minors should not be given treatments without informed and signed parental or guardian consent					02	03	03
why it is important, when treating minors under 16 years of age, to have a parent or guardian present					03	04	04
how to complete the client records used in your salon and the importance of, and reasons for, keeping records of treatments and gaining client signatures			03		06	06	06
the importance of the correct storage of client records in relation to the Data Protection Act					07	07	07

Knowledge Requirements	Unit numbers and NOS reference						
	001 G20	002 G3	061 B1	005 G2	062 B2	063 B3	064 N1
the different types of sterilising and disinfecting equipment and chemicals available					11	12	11
the differences between sterilising and disinfecting					12	14	12
the importance of, and reasons for, disinfecting hands and how to do this effectively					15	16	15
why it is important to maintain standards of hygiene and the principles for avoiding cross-infection					19	17	19
the possible risks to yourself of ineffective positioning of clients					22	19	20
how to minimise and dispose of waste from treatments					23	20	21
how to communicate in a clear, polite, confident way and why this is important when working with clients from different cultural and religious backgrounds, age, disabilities and gender for this service / how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender for this treatment					25	22	25
how to use the consultation techniques in the range to establish clients' needs / the questioning and listening skills you need in order to find out information					32/26	31/23	30/26
how to give effective advice and recommendations to clients					27	24	27

why it is important to record client responses to questioning					28	27	32
the legal significance of client questioning and of recording the client's responses					30	30	33
how to interpret negative and positive body language and why this is important					31	25	28

Level 2 NVQ Diploma in Hairdressing

Knowledge requirements	001 G20	012 G17	013 G7	014 GH8	015 GH9	016 GH10	017 GH11	018 GH12	019 G4	020 G18	021 G8	022 GH13	023 GH14	024 GH15
Your salon's requirements for client preparation				01	01	01	01	01				01	01	01
Your salons requirements for the disposal of waste					04			03					04	03
Your responsibility under current Data Protections legislation			01	08	07								07	
Your own responsibilities under the current Control of Substances Hazardous to Health Regulations				06	08	03	03					02	08	
Your responsibilities under current Electricity at Work Regulations				07	09	04	04						09	04
The range of protective clothing that should be available for clients				10	11	06	06	04				04	11	06
The type of personal protective equipment available and used by yourself				11	12	08	08					06	12	07
Why it is important to use personal protective equipment				12		07	07					05		

Knowledge requirements	Unit numbers and NOS reference													
	001 G20	012 G17	013 G7	014 GH8	015 GH9	016 GH10	017 GH11	018 GH12	019 G4	020 G18	021 G8	022 GH13	023 GH14	024 GH15
How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury				13	14	09	09	06				07	14	10
Why it is important to position your tools and equipment for ease of use					15	11	11	10				08	15	
Why it is important to keep your work area clean and tidy				15	20	12	12	09				09	17	13
Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation				16	21	13	13	12				10	18	15
The importance of personal hygiene				18	22	14	14	14				11	19	17
Methods of cleaning, disinfecting and sterilisation used in salons				21	24	16	16	11				12	21	14
The importance of using products economically				48	54	17	17					27	43	
How to give effective advice and recommendations to clients				52	68	41	42	32				32	55	54

Level 2 NVQ Diploma in Barbering

Knowledge requirements	Unit numbers and NOS reference												
	001 G20	013 G7	014 GH8	025 GB3	026 GB4	027 GB5	028 AH21	023 GH14	029 GB2	019 G4	021 G8	012 G17	020 G18
Your salon's requirements for client preparation			01	01	01	01	01	01	01				
Your salons requirements for the disposal of waste				03	03		03	04	04				
Your responsibility under current Data Protections legislation		01	08					07	07				
Your own responsibilities under the current Control of Substances Hazardous to Health Regulations			06			03		08	08				
Your responsibilities under current Electricity at Work Regulations			07	04	04	04	04	09	09				
The range of protective clothing that should be available for clients			10	05	05	06	05	11	11				
The type of personal protective equipment available and used by yourself			11			08		12	12				
Why it is important to use personal protective equipment			12	06		07							

Knowledge requirements	Unit numbers and NOS reference												
	001 G20	013 G7	014 GH8	025 GB3	026 GB4	027 GB5	028 AH21	023 GH14	029 GB2	019 G4	021 G8	012 G17	020 G18
How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury			13	07	07	09	07	14	14				
Why it is important to position your tools and equipment for ease of use				11		10	14	15	15				
Why it is important to keep your work area clean and tidy			15	10	11	12	12	17	20				
Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation			16	13	13	13	13	18	21				
The importance of personal hygiene			18	15	14	14	15	19	22				
Methods of cleaning, disinfecting and sterilisation used in salons			21	13	12	16	11	21	24				
The importance of using products economically			48			17		43	54				
How to give effective advice and recommendations to clients			52	42	35	38	42	55	68				

Level 2 NVQ Diploma in Hairdressing (Combined Hair Types)

Knowledge requirements **Unit numbers and NOS reference**

Knowledge requirements	001 G20	030 G15	031 AH6	032 AH7	033 AH10	015 GH9	016 GH10	017 GH11	018 GH12	019 G4	021 G8	012 G17	020 G18	034 AH17	035 AH18	023 GH14
Your salon's requirements for client preparation			01	01	01	01	01	01	01					01	01	01
Your salons requirements for the disposal of waste					04	04			03					03	04	04
Your responsibility under current Data Protections legislation		01	07		07	07									07	07
Your own responsibilities under the current Control of Substances Hazardous to Health Regulations			05	03	08	08	03	03							08	08
Your responsibilities under current Electricity at Work Regulations			06	04	09	09	04	04						04	09	09
The range of protective clothing that should be available for clients			09	05	10	11	06	06	04					05	10	11
The type of personal protective equipment available and used by yourself					11	12	08	08							11	12
Why it is important to use personal protective equipment					14		07	07							14	

Knowledge requirements

Unit numbers and NOS reference

Knowledge requirements	001 G20	030 G15	031 AH6	032 AH7	033 AH10	015 GH9	016 GH10	017 GH11	018 GH12	019 G4	021 G8	012 G17	020 G18	034 AH17	035 AH18	023 GH14
How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury			10	06	12	14	09	09	06					07	12	14
Why it is important to position your tools and equipment for ease of use				08	13	15	11	11	10						13	15
Why it is important to keep your work area clean and tidy			12	09	16	20	12	12	09					10	16	17
Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation			13	10	17	21	13	13	12					12	17	18
The importance of personal hygiene			14	11	18	22	14	14	14					14	18	19
Methods of cleaning, disinfecting and sterilisation used in salons			17	13	19	24	16	16	11					11	19	21
The importance of using products economically			41	14	56	54	17	17							50	43
How to give effective advice and recommendations to clients				46	75	68	41	42	32					44	68	55

Level 3 NVQ Diploma in Hairdressing

Knowledge requirements	Unit numbers and NOS reference													
	036 G22	020 G18	037 G21	038 GH16	039 GH17	040 GH18	041 GH19	042 GH20	043 GH21	044 GH22	045 GH23	046 G11	047 G19	048 H32
Your salon's requirements for client preparation				01	01	01	01	01		01	01			
Your salons requirements for the disposal of waste				03	04	02				04	03			
Your responsibility under current Data Protections legislation			01		05	03				05				
Your own responsibilities under the current Control of Substances Hazardous to Health Regulations					06	05	03	03		06	05			
Your responsibilities under current Electricity at Work Regulations				04	07	04	04	04		07	04			
The range of protective clothing that should be available for clients				06	09	07	07	06		10	08			
The type of personal protective equipment available and used by yourself					10	08	09			11	09			
Why it is important to use personal protective equipment							08							

Knowledge requirements	Unit numbers and NOS reference													
	036 G22	020 G18	037 G21	038 GH16	039 GH17	040 GH18	041 GH19	042 GH20	043 GH21	044 GH22	045 GH23	046 G11	047 G19	048 H32
How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury				08	12	10	10	07		13	12			
Why it is important to position your tools and equipment for ease of use				15	13	11	12	09		14				
Why it is important to keep your work area clean and tidy				11	18	16	13	10		17	15			
Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation				13	19	17	14	11		18	17			
The importance of personal hygiene				16	20	18	15	12		20	19			
Methods of cleaning, disinfecting and sterilisation used in salons				12	22	20	17	14		22	16			
The importance of using products economically					57	53	18	15		19				
How to give effective advice and recommendations to clients					74	66	44	43		62	82			

Level 3 NVQ Diploma in Barbering

Knowledge requirements **Unit numbers and NOS reference**

Knowledge requirements	036 G22	020 G18	037 G21	049 GB7	050 GB8	051 GB6	052 GB9	053 AH35	039 GH17	040 GH18	043 GH21	044 GH22	046 G11	047 G19	048 H32
Your salon's requirements for client preparation				01	01	01	01	01	01	01		01			
Your salons requirements for the disposal of waste				03	03	03	04	03	04	02		04			
Your responsibility under current Data Protections legislation			01				05		05	03		05	02		
Your own responsibilities under the current Control of Substances Hazardous to Health Regulations							06		06	05		06	02		
Your responsibilities under current Electricity at Work Regulations				04	04	04		04	07	04		07	02		
The range of protective clothing that should be available for clients				05	07	06	08	06	09	07		10			
The type of personal protective equipment available and used by yourself							09		10	08		11			
Why it is important to use personal protective equipment															

Knowledge requirements **Unit numbers and NOS Reference**

Knowledge requirements	036 G22	020 G18	037 G21	049 GB7	050 GB8	051 GB6	052 GB9	053 AH35	039 GH17	040 GH18	043 GH21	044 GH22	046 G11	047 G19	048 H32
How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury				07	09	09	11	08	12	10		13			
Why it is important to position your tools and equipment for ease of use				12	16	13		15	13	11		14			
Why it is important to keep your work area clean and tidy				11	12	12	14	11	18	16		17			
Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation				14	14	16	15	13	19	17		18			
The importance of personal hygiene				15	17	18	16	16	20	18		20			
Methods of cleaning, disinfecting and sterilisation used in salons				13	13	15	17	12	22	20		22			
The importance of using products economically					18				57	53		19			
How to give effective advice and recommendations to clients				43	48	48	45	48	74	66		62			

Level 3 NVQ Diploma in Hairdressing (Combined Hair Types)

Knowledge requirements	Unit numbers and NOS reference															
	054 G16	020 G18	036 G22	038 GH16	039 GH17	055 AH26	056 AH31	048 H32	047 G19	040 GH18	041 GH19	044 GH22	045 GH23	035 AH18	057 AH30	058 AH32
Your salon's requirements for client preparation				01	01	01	01			01	01	01	01	01	01	01
Your salons requirements for the disposal of waste				03	04	04				02		04	03	04		03
Your responsibility under current Data Protections legislation	01				05	05				03		05		07		
Your own responsibilities under the current Control of Substances Hazardous to Health Regulations					06	06	03			05	03	06	05	08	03	
Your responsibilities under current Electricity at Work Regulations				04	07	07	04			04	04	07	04	09	04	04
The range of protective clothing that should be available for clients				06	09	08	06			07	07	10	08	10	05	06
The type of personal protective equipment available and used by yourself					10	09				08	09	11	09	11		
Why it is important to use personal protective equipment						10					08			14		

Knowledge requirements

Unit numbers and NOS reference

Knowledge requirements	054 G16	020 G18	036 G22	038 GH16	039 GH17	055 AH26	056 AH31	048 H32	047 G19	040 GH18	041 GH19	044 GH22	045 GH23	035 AH18	057 AH30	058 AH32
How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury				08	12	11	07			10	10	13	12	12	06	08
Why it is important to position your tools and equipment for ease of use				15	13	12	09			11	12	14		13	08	
Why it is important to keep your work area clean and tidy				11	18	14	10			16	13	17	15	16	09	11
Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation				13	19	15	11			17	14	18	17	17	10	13
The importance of personal hygiene				16	20	16	12			18	15	20	19	18	11	15
Methods of cleaning, disinfecting and sterilisation used in salons				12	22	18	14			20	17	22	16	19	13	12
The importance of using products economically					57	48	15			53	18	19		50	14	
How to give effective advice and recommendations to clients					74	72	45			66	44	62	82	68	46	73

Appendix A2 – Overview of essential knowledge assessment materials

Level 1 Hairdressing and Barbering
Level 1 Cross unit knowledge test 601

C&G no	NOS no	Title	E3 (Gola)	E4 (Gola)
001	G20	Ensure responsibility for actions to reduce risks to health and safety	801	N/A
002	G3	Contribute to the development of effective working relationships	802	N/A
003	GH1	Shampoo and condition hair	803	703
004	GH3	Prepare for hair services and maintain work areas	804	N/A
005	G2	Assist with salon reception duties	805	N/A
006	GH2	Blow dry hair	806	706
007	GH4	Assist with hair colouring services	807	707
008	GH5	Assist with perming hair services	808	708
009	GH6	Plait and twist hair using basic techniques	809	709
010	GH7	Remove hair extensions	810	710
011	GB1	Assist with shaving services	811	711

Level 1 Beauty Therapy
Level 1 Cross unit knowledge test 501

C&G no	NOS no	Title	E3 (Gola)	E4 (Gola)
003	B1	Prepare and maintain salon treatment work areas	803	703
004	B2	Assist with facial skin care treatments	804	704
006	B3	Assist with day make-up	806	706
037	N1	Assist with nail services	837	737

Level 2 Hairdressing, Barbering and Combined Hair Types
Level 2 Cross unit knowledge test 602

C&G no	NOS no	Title	E3 (Gola)	E4 (Gola)
001	G20	Ensure responsibility for actions to reduce risks to health and safety	801	N/A
012	G17	Give clients a positive impression of yourself and your organisation	812	N/A
013	G7	Advise and consult with clients	813	713
014	GH8	Shampoo, condition and treat the hair and scalp	814	714
015	GH9	Change hair colour	815	715
016	GH10	Style and finish hair	816	716
017	GH11	Set and dress hair	817	717
018	GH12	Cut hair using basic techniques	818	N/A
019	G4	Fulfil salon reception duties	819	N/A
020	G18	Promote additional services or products to clients	820	N/A
021	G8	Develop and maintain your effectiveness at work	821	N/A
022	GH13	Plait and twist hair	822	722
023	GH14	Perm and neutralise hair	823	723
024	GH15	Attach hair to enhance a style	824	724
025	GB3	Cut hair using basic barbering techniques	825	N/A
026	GB4	Cut facial hair to shape using basic techniques	826	N/A
027	GB5	Dry and finish men's hair	827	727
028	AH21	Create basic patterns in hair	828	728
029	GB2	Change men's hair colour	829	729
030	G15	Advise and consult with clients with African type hair	830	730

031	**AH6**	Shampoo and treat the hair and scalp for African type hair	**831**	**731**
032	**AH7**	Style and finish African type hair	**832**	**732**
033	**AH10**	Relax hair	**833**	**733**
034	**AH17**	Attach hair to enhance a style for Africa type hair	**834**	**734**
035	**AH18**	Perm African type hair	**835**	**735**

Level 3 Hairdressing, Barbering and Combined Hair Types
Level 3 Cross unit knowledge test 603

C&G no	NOS no	Title	E3 (Gola)	E4 (Gola)
036	G22	Monitor procedures to safely control work operations	836	N/A
020	G18	Promote additional services or products to clients	820	N/A
037	G21	Provide hairdressing consultation services	837	737
038	GH16	Creatively cut hair using a combination of techniques	838	N/A
039	GH17	Colour hair using a variety of techniques	839	739
040	GH18	Provide colour correction services	840	740
041	GH19	Creatively style and dress hair	841	N/A
042	GH20	Creatively dress long hair	842	N/A
043	GH21	Develop and enhance your creative hairdressing skills	843	N/A
044	GH22	Create a variety of permed effects	844	744
045	GH23	Provide creative hair extension services	845	745
059	GH24	Provide specialist consultation services for hair and scalp conditions	859	759
060	GH25	Provide specialist hair and scalp treatments	860	760
046	G11	Contribute to the financial effectiveness of the business	846	N/A
047	G19	Support client service improvements	847	N/A
048	H32	Contribute to the planning and implementation of promotional activities	848	N/A
049	GB7	Design and create a range of facial hair shapes	849	749
050	GB8	Creatively cut hair using a combination of barbering techniques	850	750
051	GB6	Provide shaving services	851	751

052	**GB9**	Provide face massage services	**852**	**752**
053	**AH35**	Design and create patterns in hair	**853**	**753**
054	**G16**	Provide hairdressing consultation services for African Type Hair	**854**	**754**
055	**AH26**	Provide a variety of relaxing services	**855**	**755**
056	**AH31**	Creatively style and dress African Type Hair	**856**	**756**
035	**AH18**	Perm African Type Hair	**835**	**735**
057	**AH30**	Style African Type Hair using thermal styling techniques	**857**	**757**
058	**AH32**	Extend hair using a variety of techniques for African Type Hair	**858**	**758**

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Appendix B

Appendix B1 – Initial assessment form (Skillscan)

Appendix B2 – Assessor and witness status list

Appendix B3 –Candidate work log/witness testimony

Appendix B4 –Sample marking written header sheet

Appendix B5 –Sample completed logbook unit

These forms may be photocopied.

Appendix B1 – Initial assessment form (Skillscan)

Candidate's name

Outcome number	Do you currently do this? Provide examples (if possible)	Have you evidences of doing this in the past Provide examples (if possible)

Relevant qualifications

Further training/experience needed

Please attach additional sheet as required.

Appendix B2 – Assessor and witness status list

Candidate's name

Name and address of assessor or witness	Status	Relationship to candidate	Unit(s) assessed or witnessed

Status categories	
Assessors	**Witness status**
A = Qualified assessor by your centre and included in your centres quality assurance systems. A1 = New assessor working towards A units who is appointed by your centre and included in your centres quality assurance systems.	1 = Qualified assessor and occupational expert who is familiar with award standards. 2 = Occupational expert and familiar with standards 3 = Occupational expert not familiar with standards 4 = Non expert.

Appendix B3 – Candidate work log/witness testimony

Client/model name and date task undertaken	
Task and techniques used	
Products used	
Tools and equipment used	
Brief description of the service provided	
Unit number	
Signature candidate/witness	

Appendix B4 – Sample marking written header sheet

Written answers for Level 2 Unit G7 (010)
Mandatory papers (E4)

Please fill in the details below and attach this sheet to the front of your answer sheets

Centre number   Candidate name (in full)

0   0   6   7   8   9   *Amy Other*

First attempt   Second attempt   Third attempt

01/05 /2010   12/05 /2010   ___/___ /___

Signature of candidate   Signature of candidate   Signature of candidate

__*Amy Other*_____   _____*Amy Other*_____   _____
Signature of invigilator   Signature of invigilator   Signature of invigilator

___*Jacky Jones*_____   _____*Jacky Jones*_____   _____

To be completed by the assessor

(Please ✓first box to record candidate success in questions and in the second box indicate whether written (W) or oral (O) questions were used. Please date when question is answered successfully.

Q1	√	W	01/05/10		Q2	√	W	01/05/10		Q3	√	W	01/05/10
Q4	√	W	01/05/10		Q5	√	W	01/05/10		Q6	√	W	01/05/10
Q7	√	W	01/05/10		Q8	√	W	01/05/10		Q9	√	∩	12/05/10
Q10	√	W	01/05/10		Q11	√	W	01/05/10		Q12	√	∩	12/05/10

Assessor comments to support candidate responses; if required:

Date completed __12/05/10_____   Signature of assessor_____*Jacky Jones*_____

Signature of internal verifier _____ Date (if sampled)_____

Appendix B5 – Sample completed logbook unit

Observation sign-off sheet
Unit GH10 Style and finish hair
What you must do

Within your work, you must show your assessor that you can do the following. You will be observed a number of times (as a guide, at least **three** times). Each time you achieve **all** the points listed within a single client service, your assessor will tick the circle and enter the date. Outcomes 1, 2, 4 and 5 or 1, 3, 4 and 5 are assessed together.

Outcome 1

Maintain effective and safe methods of working when styling and finishing hair

a Ensure your client's clothing is effectively protected throughout the service

b Wear personal protective equipment, if required

c Position your client to meet the needs of the service without causing them discomfort

d Ensure your own posture and position whilst working minimises fatigue and the risk of injury

e Keep your work area clean and tidy throughout the service

f Use working methods that:
   – minimise the wastage of **products**
   – minimise the risk of damage to tools, equipment and **heated styling equipment**
   – minimise the risk of cross-infection
   – make effective use of your working time
   – ensure the use of clean resources
   – minimise the risk of harm or injury to yourself and others

req

Image courtesy of Goldwell

GOLDWELL

VOLUME V

POWER WHIP
Volume Mousse
Mousse Volumisante
Volumen Schaum

trendline

g Ensure your personal standards of health and hygiene minimise the risk of cross-infection, infestation and offence to your clients and colleagues

h Use styling products, methods and equipment identified as a result of consultation with your client

i Use equipment that is safe and fit for purpose

j Test the temperature of **heated styling equipment** prior to use and continually throughout the service *

k Keep your tools and **heated equipment** free of product build-up **

l Complete your styling and finishing services within a commercially viable time

Styling hair 97

Observation	1	2	3		
Achieved	☑	☑	☑	○	○
Date	1-9-09	7-10-09	8-10-09		
Candidate signature	SMH	SMH	SMH		
Assessor signature					
IV signature (if sampled)					

*	Covered by observation	☑	Date	1-9-09
	Covered by oral questioning	○	Date	
**	Covered by observation	○	Date	
	Covered by oral questioning	☑	Date	8-10-09

Continues on next page

Testing your equipment before use will ensure that no interruptions occur during your service.

A commercially acceptable time for blow drying hair shorter than shoulder length is 35 minutes. For long hair, 45 minutes is acceptable.

Observation sign-off sheet
Unit GH10 Style and finish hair
What you must do (continued)

Outcome 2

Blow dry hair into shape

a Confirm with your client the look agreed at consultation prior to and during styling

b Apply suitable **products**, when used, following manufacturers' instructions

c Control your styling tools to minimise the risk of damage to the **hair**, client discomfort and to achieve the desired look

d Take meshes of hair which suit the size of the styling tools

e Maintain an even tension throughout the styling process

f Keep the **hair** damp throughout the styling process

g Effectively control the **hair** during the styling process taking account of **factors** influencing the service

h Use **blow drying tools and equipment** in a way that achieves the desired **blow dry finish**

Image courtesy of Goldwell

Observation	1	2	3		
Achieved	✓	✓	○	○	○
Date	1-9-09	7-10-09			
Candidate signature	*[signature]*	*[signature]*			
Assessor signature					
IV signature (if sampled)	*[signature]*	*[signature]*			

Continues on next page

Outcome 3

Finger dry hair into shape

a Confirm with your client the look agreed at consultation prior to and during styling

b Apply suitable **products**, when used, following manufacturers' instructions

c Keep the **hair** damp throughout the styling process

d Effectively control the **hair** during the styling process taking account of **factors** influencing the service

e Ensure that finger drying achieves the direction, balance and volume for the desired look

Observation	1	2	3		
Achieved	O	O	O	O	O
Date			8·10·09		
Candidate signature					
Assessor signature					
IV signature (if sampled)					

Finger drying hair with a diffuser achieves curls like Keira Knightley's.

Observation sign-off sheet
Unit GH10 Style and finish hair
What you must do (continued)

Outcome 4

Finish hair

a Use **heated styling equipment**, when necessary, that is at the correct temperature for your client's **hair** and the desired look

b Control your use of **heated styling equipment**, when used, to minimise the risk of damage to the hair and scalp, client discomfort and to achieve the desired look *

c Use back combing and back brushing techniques, when required, to achieve the desired look

d Effectively apply and use suitable **products**, when required, to meet manufacturers' instructions

e Ensure the finished look takes into account relevant **factors** influencing the service

f Ensure the finished look meets the intended shape, direction, balance and volume agreed with your client

g Confirm your client's satisfaction with the finished look

Observation	1	2	3		
Achieved	✓	✓	✓	O	O
Date	1-9-09	7-10-09	8-10-09		
Candidate signature	SHH	SHH	SHH		
Assessor signature					
IV signature (if sampled)	⟲	⟲	⟲		

*	Covered by observation	✓	Date 1-9-09
	Covered by oral questioning O		Date

Outcome 5

Provide aftercare advice

a Give **advice** and recommendations accurately and constructively

b Give your client suitable **advice** on the maintenance of their style and hair condition

Observation	1	2	3		
Achieved	⊘	⊘	⊘	○	○
Date	1-9-09	7-10-09	8-10-09		
Candidate signature	SHH	SHH	SHH		
Assessor signature					
IV signature (if sampled)					

> *Good aftercare advice makes all the difference and ensures a happy client.*
> Maurice Lister

Hints and tips

Never leave a damp towel on your client's shoulders while you're blow drying their hair.

Observation sign-off sheet
Unit GH10 Style and finish hair
What you must cover

Before ticking the circles below, you must make sure that you have achieved 'What you must cover' in all the outcomes in which it occurs.

Products

Tick the products used for each observation. You must use at least **four**.

	1	2	3		
Heat protectors	○	○	✓	○	○
Sprays	✓	✓	✓	○	○
Mousse	✓	○	○	○	○
Creams	○	○	○	○	○
Gels	○	○	✓	○	○
Lotions	○	○	○	○	○
Serums	○	✓	○	○	○

Heated styling equipment

Tick the heated styling equipment used for each observation. You must use **both** of them.

	1	2	3		
Straighteners	○	○	✓	○	○
Tongs	✓	○	○	○	○

Hair

Tick the hair type styled in each observation. You must style **all** of them.

	1	2	3		
Curly	✓	○	○	○	○
Straight	○	✓	✓	○	○
Above shoulder length	✓	○	○	○	○
Below shoulder length	○	✓	✓	○	○
One length	○	✓	○	○	○
Layered	✓	○	✓	○	○

Factors

Tick the factors taken into account in each observation. You must take into account **all** of them.

	1	2	3		
Hair cut	✓	✓	✓	○	○
Hair growth patterns	✓	✓	✓	○	○
Hair elasticity	✓	✓	✓	○	○
Head and face shape	✓	✓	✓	○	○
Hair texture	✓	✓	✓	○	○
Hair length	✓	✓	✓	○	○
Hair density	✓	✓	✓	○	○

Continues on next page

Appendix C

Appendix C1 – Explanation of some specific words and phrases

Appendix C2 – Frequently asked questions

Appendix C3 – Glossary of hairdressing/barbering terms

Appendix C4 – General guidance on health and safety legislation applicable to hairdressing and barbering

Appendix C5 – Key and Core skills signposting

Appendix C1 – Explanation of some specific words and phrases

Standards

These set out what competent people should be able to do and what happens as a result of competent performance. Whilst they clearly set out the practical outcomes of doing something to hairdressing and barbering industry requirements, they also specify the knowledge candidates need to apply whilst performing an occupational role.

Standards are not entirely job-specific – they refer to a broad occupational role covering technical skills, work management aspects, environmental considerations (e.g. health & safety, working with others) and problem solving skills.

Units

Key occupational roles (e.g. salon assistant) are broken down into units of competence. These describe in broad terms what is expected of candidates to be considered competent.

All units are available for separate certification and other units may be added over and above those required for a basic qualification.

Learning outcomes

Each unit is broken down into a number of learning outcomes which are a description of something candidates should be able to do to meet the occupational role described in the unit title.

What you must do - Performance criteria (PC)

Each learning outcome contains a number of performance criteria which describe the quality of outcome you have to achieve to be considered competent. They are used by assessors when judging performance at work. Candidates will need to show that they have met all performance criteria consistently to be considered competent. Some performance criteria have been marked with an * – these refer to outcomes which may only happen rarely or infrequently. They are known as contingency performance criteria. If candidates cannot show this outcome in the course of their naturally occurring work, you must ask them to show evidence of their competence by other means – often by asking questions.

What you must cover - Range statements

For the outcomes there is one or more range statement which describes the different contexts and situations in which candidates should demonstrate competence. Words and phrases in the performance criteria which have been given range statements have been shown in bold type.

What you must know - Knowledge and understanding

Each unit also contains a knowledge specification which describes the essential knowledge and understanding (often called EKU) candidates need to use in order to perform competently at work.

Evidence requirements

These outline the sorts of things a candidate needs to show or produce for assessment.

Mandatory units

These units must be successfully completed by all candidates.

Optional units

These units or specified group of units allow candidates some choice in order to follow their interests or intended career development route. The specified number of optional units or group of units must be completed in order to gain a full certificate.

Additional units

Sometimes these are shown outside the formal qualification structure. They are usually for much specialised areas, outside general industry needs but nonetheless, available for separate unit certification in their own right

Use of the word 'Salon'

Use of the word 'salon' throughout the qualifications is not intended to deny access to the qualification if candidates deliver hairdressing services in other locations (e.g. hospitals, care centres or a client's home). It refers to any place where professional hairdressing services are carried out. However, the location must meet health & safety requirements for hairdressing.

Appendix C2 – Frequently asked questions

Your questions answered…

Introduction

These questions and answers relate to the implementation of the new hairdressing and barbering standards, Habia Assessment Strategy and new City & Guilds assessment documentation. They represent those most frequently asked questions by centres and external verifiers at the launch centre briefings, verifier briefing days and in-depth workshops. More detailed information can be found in the following documents that also support the new qualifications:

- candidate logbook
- mandatory written questions packs.

1 General questions about the standards

Can G20 (001) be certificated once at Level 1 and then APEL'd at Level 2 and Level 3?

Answer:

Yes, it is one unit. Coverage of specific risks and hazards at the higher levels is covered within each technical unit as required, but only across level 1 and 2. At level 3 there is a unit G22 (036) which looks at higher level skills and knowledge.

Can G1 cover the requirements for G20 (001)?

Answer:

No, but there are elements that can be mapped to the new G20 (001) standards.

Can G20 (001) be used if the candidate leaves and returns to complete five years later?

Answer:

Yes if G20 (001) is still part of the standards. If G20 (001) has changed it can still be used as APL evidence, but this will need supporting to show that the evidence is still current.

Can candidates take the barbering units in addition to completing the hairdressing qualification?

Answer:

Yes, but they will need to be registered for the barbering units.

Do the perm units in barbering have to be carried out on men or can they be completed on women and then be transferred?

Answer:

Ideally they will be carried out on men, especially if the candidate is only doing the barbering qualification, but the units are the same (they have the same unit and component number) and test competence and knowledge that applies each to both Barbering and Hairdressing, so the units are fully transferable.

Can quasi colour be used to cover range b permanent colours in GH4?

Answer:

No.

Do all the performance criteria in G20 (001) have to be met through performance evidence and do they all have to be covered in each observation?

Answer:

Yes. Performance evidence is required for all PCs in each outcome.

Candidates must also cover all the PCs on each performance. For outcome 1 the evidence is likely to include witness testimonies, product evidence and observation.

Are barbering chairs required for assessments in the barbering qualifications?

Answer:

Sufficient numbers of barbering chairs (chairs that raise and lower, recline and have a head and foot rest) must be provided for the shaving and face massage assessments and are recommended for the facial hair cutting assessments. Professional hairdressing chairs may be used for the other barbering assessments.

2 Questions about the Level 1 standards

Does the range 'lightening products' in GH4 (007) include bleach?

Answer:

Yes.

3 Questions about the Level 2 standards

Why is pin curling still included as these techniques are not commercial or fashionable? Who are the people that decide they should be included?

Answer:

Pin curling was included as they are basic skills that hairdressers should possess. Fashions often change and these skills have been and may become popular again. The standards have been to industry in a wide consultation and through pilot and these requirements have been fully endorsed. Within African Caribbean hairdressing the skills are regularly required. The standards development working groups are comprised of leading professional hairdressers who commit themselves for a considerable amount of time to produce the standards.

Can hearing impaired candidates use a minicom or other similar communication aids to cover the use of telephones in G4 (007)?

Answer:

Yes.

Can high-lift colours that include boosters be classed as lighteners to meet range 1d in GH9 (015)?

Answer:

No.

4 Questions about the Level 3 standards

What does 'full head' mean in regard to highlights/lowlights?
Answer:
The highlights/lowlights must be distributed throughout all the hair on the head.

In GH18 (020) can range 2a be covered through removing re-growth if it is over the full head or must it be removed from all the hair on a full head?
Answer:
Both of these are acceptable.

Can the four sectioning and winding techniques that do not have to be covered through performance evidence in GH22 (044) be covered through the candidate demonstrating the techniques on a manikin head?
Answer:
Yes, although they should be demonstrated on a client where possible.

Can clipper comb attachments be used for cutting in the barbering Level 3 qualification?
Answer:
No.

5 Questions about assessment

Do assessors have to write down their oral questions and the candidate's response?
Answer:
Good practice would be to write down a record of the question and answer, but this is not necessary on all occasions when using a prepared question bank if the assessor is experienced and there is a high degree of confidence in their work. If the question is assessor devised the question and key facts supplied in the answer should be recorded. Please see *Ensuring Quality* editions 8 or 12 for more specific information.

Does the phrase 'and skills' in the evidence requirements imply that the candidate must actually perform these areas and not just have knowledge of them?
Answer:
No, this statement is intended to allow the candidate flexibility to use knowledge evidence for these areas. Whilst performance evidence such as observations or witness testimonies can be used to provide traditional evidence of skills, thorough oral or written questions or written assignments can also help assessors determine whether candidates are able to perform to the standards.

Are there any pre-entry requirements for Level 3?
Answer:
None set by Habia, but centres should carry out an initial assessment with candidates to ensure they are placed on the correct level for their existing experience.

How many units does a centre have to offer for approval?
Answer:

To certificate any full qualification the centre must offer and be approved for at least the mandatory units for that award and the minimum number of optional units that are required for that award. The actual optional units required for approval are not specified. Centres may be approved to offer any individual unit and will be able to apply for Certificate of Unit Credits for those awards, but not the full certificate.

Do candidates doing Level 2 have to register for the whole of Level 3 if they want to do one Level 3 unit?
Answer:
No – they will be able to register for just the unit they are doing.

When does the invigilator have to sign the written questions marking header sheets?
Answer:
Immediately after the candidate completes the questions to confirm that the paper was completed under the specified conditions.

Can centres use centre devised materials for the knowledge areas that do not have to be covered through mandatory written questions (E3)?
Answer:
Yes, but these must be confirmed as suitable for use by the centre's external verifier before they are used. In such cases candidates and assessors must choose to use either the centre devised materials or the City & Guilds materials for a unit. Mixed materials cannot be used for a unit.

GH10 (016) and GH11 (017) E4 papers are the same, do the candidates have to successfully complete both papers?
No, they only need to take the paper once.

G17 (012) and G18 (020) state over a sufficient period of time, does this mean that a candidate has to complete this unit at the start, middle and end of the qualification?
As centres run this qualification over different periods of time there is no specific timescale, however candidates should be assessed at the start of their qualification, middle and towards the end, to show development throughout these units over a period of time.

GH14 (023) (Perming): is there a specific way that a skin test needs to be completed?
No, see the manufacturer's instructions; if no test is required, then no test is needed for a competent assessment.

Can men and women be used for practical assessments?
No, each unit evidence requirements will state specifically if men and women can be used, and must be referred to for guidance.

Are completed observations recorded for incomplete units by assessors in other centres still valid observations when candidates transfer to another centre?

Answer:

These observations must be treated as expert witness testimonies by the new centre (using key 1 shown in the witness status list) and not as observations. This is because the new centre has not undertaken any internal verification of these assessments. In such cases centres must take steps to confirm competence without unduly disadvantaging the candidate. This process must include the new centre carrying out at least 20% (rounded up) of the observations required for each outcome in the unit. Centres must inform their external verifier of all candidates who are transferred from other centres.

Do candidates have to collect product evidence from their work to support assessor observations?

Answer:

Yes, it is good assessment practice for any naturally occurring product evidence, such as client record cards, consultation analysis sheets, copies of messages, appointment records, and plans for promotional activities etc to be included as supplementary evidence. It is not necessary for photographs to be included unless they naturally occur eg where photographic activities are involved.

6 Questions about the assessment strategy

Will proof that an individual has watched demonstrations within the main hall at an exhibition, ie 3 hours at the Habia stand, be allowed for CPD?

Answer:

Yes this is equal to seeing a show, but it is evaluated on individual merit. The 'proof' must include confirmation that the individual attended for the duration claimed and specific details of all the knowledge and/or skills learnt and how this benefits the claimant of the CPD time.

Can in-house delivery of updates on the National Occupational Hairdressing Standards be used to cover the CPD requirements?

Answer:

Yes, for the presenter and delegates in attendance.

What evidence is required for use of working in a salon for CPD?

Answer:

An account of what was undertaken, its duration, the learning outcomes and how the activity helped the individual develop, with independent support by a signature of a manager, colleague and/or client.

Do the service times include the consultation?

Answer:

No, the times start from commencement of the specific practical work described.

Does the new Assessment Strategy affect the current standards or does the existing strategy apply for these?

Answer:

The new assessment strategy applies to the new qualifications only. The current assessment strategy still applies to those involved with the current standards.

Is 'paying' in the assessment strategy related to commercial rates?

Answer:

No, but the rates charged should be realistic to at least cover the basic costs of the service provided. Rates for services should be determined in accordance with the sales and marketing policy required in item 1 of Appendix 1A of the RWE requirements. It is acceptable for centres to reduce rates or use vouchers where this is part of a clearly defined promotional campaign.

Is 'further hairdressing qualification work' in the assessment strategy CPD requirements about an individual gaining a qualification, working towards a qualification or delivering a qualification?

Answer:

This refers to the individual gaining or undertaking work towards their own formally assessed hairdressing qualification or unit thereof.

Does 'group' in the Realistic Working Environment requirements apply to the staff that work in the candidates own workplace?

Answer:

Yes.

Does 'paying clients' in the realistic working environment requirements apply to every service?

Answer:

Yes.

Do assessors and verifiers who work in both *hairdressing and barbering* have to complete 30 hours CPD for each area (making a total of 60 hours each year)?

Answer:

No.

Do assessors and verifiers who work in both *hairdressing and beauty* therapy have to complete 30 hours CPD for each area (making a total of 60 hours each year)?

Answer:

Yes, as these are different subject areas. The actual number of hours required can be adjusted pro-rata to reflect the number of hours worked in each area. Some CPD activities may be used against both the hairdressing and beauty therapy requirements.

What qualifications are required for assessors and verifiers to cover the hair extensions unit GH23 (045)?

Answer:

Completion of GH23 (045) will be suitable as will having the City & Guilds Specialist Award in Hair Extensions but as few qualifications have existed for hair extensions until now it is likely that many assessors and verifiers will first meet the occupational requirements through operational experience of hair extension services. Manufacturers' certificates may also be suitable if they clearly show the outcomes achieved by the holder. Centres should consult their external verifier for guidance.

Is it mandatory for Assessors to record assessment decisions in blue or black ink, internal verifiers to use red ink and external verifiers to use green ink?

No.

Appendix C3 – Glossary of hairdressing and barbering terms

This document contains explanations of how commonly used words and phrases have been used in the Hairdressing National Occupational Standards.

Activators	Products used to maintain curl in permed or naturally curly hair.
Adverse skin and scalp conditions	These are conditions that can have an effect on what and how a service is delivered to clients. Examples are psoriasis, alopecia, cysts, impetigo, scars, moles and facial alopecia.
African type hair	Any hair type, irrespective of ethnic origin, which is tightly or loosely coiled, but resembling typical black African hair.
Afro look	A look which has either a full curl or is at least 2.5 cm (1 inch) in length and requires shaping.
Bantu knots	A knot formed by twisting and curling a length of hair back on itself. It may be secured by a band, if necessary. These are also known as 'China Bumps' and 'Twist down'.
Beard and Moustache Shapes: **(Examples only)** Anchor	A beard shaped like an anchor from the centre of the bottom lip and around and up the chin.
Pharaoh	A beard starting from the base of the chin. It can be of any length.
Stubble	A neatened several day full beard growth.
Goatee	A narrow beard which circles the mouth and chin.
Curtain rail	A narrow beard following the mandible.
Lip Line moustache	A horizontal moustache about the width of a pencil.
Mexican moustache	A moustache following the natural line of the upper lip and extends down towards the chin.
Pencil moustache	A narrow moustache following the natural line of the upper lip.
Rooftop moustache	A moustache that extends from under the nose to form a straight 'chevron' shape.
Block colour	Creating a solid block(s) or shape(s) of colour on the hair. This can include snaking, veils, halo, striping, shadowing, fusion of colour etc.
Bonding	A method of attaching a hair weft using a latex based glue. Can be used for both hot and cold hair attachment systems.
Cap weave	This is also known as 'stocking foot'. It is a

	method of bonding hair onto a wig cap.
Chemically treated hair	Hair that has been either relaxed, permed or coloured or has undergone any mixture of these processes.
Colour test	A test to ascertain if a colour is suitable and/or achievable. It can be done on a test cutting or on a small section of hair on the head.
Comb twists	Where hair is entwined around a special comb to create a twist which may lie along the scalp (known as 'on scalp') or off the scalp.
Combination	This refers to the use of more than one colour and/or technique on one head.
Conditioning products	These can include: • surface conditioners, including leave-in • penetrating conditioners, including leave-in • scalp treatments, including leave-in.
Confidential information	May include personal aspects of conversations with clients, personal aspects of conversations with colleagues, contents of client records, client and staff personal details (e.g. addresses and telephone numbers, etc.) financial aspects of the business, gossip.
Consumer and Retail Legislation	**The Consumer Protection Action (1987)** This Act follows European directives to protect the buyer from unsafe products. The Act is designed to help safeguard the consumer from products that do not reach a reasonable level of safety. **The Consumer Safety Act (l978)** There is a requirement to reduce the possible risk to consumers from any product that may be potentially dangerous. **The Prices Act (1974)** The price of products has to be displayed in order to prevent a false impression to the buyer. **Trades Descriptions Act (1968 and 1972)** Products should not be falsely or misleadingly described in relation to its quality, fitness, price or purpose, by advertisements, orally, displays or descriptions. Since 1972 it is also a requirement to label a product clearly, so the buyer can see where the product was made. **The Resale Prices Act (1964 and 1976)** Manufacturers can supply a product at a recommended price, but the seller is not obliged to sell at the recommended price.

	The Sale and Supply of Goods Act (1994)
	You, as the seller, must ensure that the goods you sell are: • of satisfactory quality - defined as the 'standard that would be regarded by a reasonable person as satisfactory having taken into account the description of the goods, the price and any other relevant circumstances' and • reasonably fit - you must ensure, as a seller, that goods are able to meet what you claim they do.
Contra-indications	Conditions which indicate a service should not be carried out.
Cornrow	A three-strand plait which sits on top of its base. This is also known as a canerow.
Crew cut	An 'all over' same length cut that shows the scalp. This is also known as a 'Jersey', 'Skiffle' or 'one level' cut.
Croquignole	Winding from points to roots.
Cutting Terminology: Long graduation cut:	A long graduation cut is when the inner layers of the hair lengths are shorter than the outline shape as shown in the diagram on the left.
One length cut:	A one length cut is when the hair is cut the same outside length as shown in the diagram on the left.
Short graduation cut:	A short graduation cut is when the inner layers of the hair lengths are longer than the outline shape as shown in the diagram on the left.
Uniform layer:	The uniform layer cut is when all sections of the hair are the same length as shown in the diagram on the left.
Cylindrical shaped items	These can be straws, chopsticks, bendies, perm rods, spiral rods, pipe cleaners, etc.
Debris	This covers loose materials such as glue and hair extension backing, etc.
Density	The amount of hair follicles in a given area.
Disconnecting	When one or more sections of the hair cut do not connect, link or blend with adjacent sections.
Disinfection	Inhibits the growth of disease causing microorganisms (except spores) using chemical agents.
Enhancing the salon's image	This phrase is used to convey that the final effect or look achieved is in line with that which

	the salon wishes to give to achieve its targeted position within the commercial market.
Factors influencing the service	Anything which could affect the hairdressing service. You will find that these factors have been listed in the range statement for each element.
Elasticity test	A test to check the strength of the internal structure of the hair.
Environmental factors	This can include the effects of sun damage, salt water, chlorine.
Fade/fading	Going from a low length to a long length gradually with no appearance of lines or steps.
Fishtail plait (also known as a herringbone plait)	A four strand plait achieved by crossing four pieces of hair over each other to create a 'herringbone' look.
Flat twists	Where the hair is rolled and twisted by hand flat to the scalp.
Freehand	The cutting of hair without holding it in place.
French plait	This is also known as a Congo Plait, Guinea Plait. It is a single, inverted plait.
French plaiting	Plaiting which creates a number of inverted plaits in a hairstyle.
Full head application of permanent colour and/or lightener	This technique generally requires the separate application to mid lengths, ends and the roots as part of the same process to achieve a colour change.
Fusing	A method of attaching a micro strand of added hair to the natural hair. Methods of fusing are using a heated appliance: - to melt synthetic hair - to melt polymer resin.
Gel weave	This is a method of moulding the hair flat to the scalp using a gel. The hair is then completely dried to form a base on which to bond wefts of hair.
Goddess braids	These are extra large cornrows/canerows consisting of two to five cornrows/ canerows swept up on to the top of the head.
Hair extensions: Cold attachment systems	Examples are sewing; plaiting; fusing; self-adhesive; air pressure; micro-rings; ultrasound
Hot attachment systems	Examples are pre-bonded; hot bonding; and hot box
Hair growth patterns	These are double crown, widows peak, cow lick, nape whorl, natural parting and re-growth.

Human hair	This is used in the context of hair extension work to denote the use of cleaned, natural hair as opposed to man-made fibre hair extensions.
Incompatibility	This refers to chemicals which do not work together and may have an adverse reaction.
Interlacing	When the tip of the loc is pushed through the base of the re-growth in an alternating 'north, south, east and west' sequence. This is also known as the 'Clock Method'.
Legal requirements	This refers to laws affecting the way businesses are operated, how the salon or workplace is set up and maintained, people in employment and the systems of working which must be maintained. Of particular importance are the COSHH Regulations, the Electricity at Work Regulations and the Cosmetic Products (Safety) Regulations.
Lighteners	Products that lighten the natural pigments of the hair (changes melanin and pheomelanin to oxymelanin) without depositing artificial colour – otherwise known as bleach or pre-lighteners.
Linear patterns	Patterns created from either straight or curved lines or a combination of straight and curved lines.
Limits of own authority	The extent of your responsibility as determined by your own job description and workplace policies.
Locking stages:	
Budding stage	When hair begins to interlace and mesh to form the first stage of the locking process.
Growing stage	Where the hair strands interlace to form a firm unit.
Mature stage	The lock is now totally entwined to give a tighter rope-like look.
Manufacturers' instructions	Explicit guidance issued by manufacturers or suppliers of products or equipment, concerning their safe and efficient use.

Massage techniques:	
Effleurage	A gentle stroking movement.
Friction	A vigorous rubbing movement using the finger pads. It is stimulating rather than relaxing and is not always carried out. It is only done for a few minutes, working from front to back.
Petrissage	Slow, firm, kneading movement.
Rotary	A firm circular movement using the pads of the fingers over the surface of the scalp.
Tapotement	A stimulating movement which consists of light tapping and patting on the face and scalp.
Materials	This term has been used in the colouring units to cover packets, foils, wraps, pots, cling film etc. used as part of the colouring and lightening processes.
Microorganisms	Organisms of microscopic size.
Moisturisers	Products that add moisture to hair.
Natural Hair	Hair which still has its **natural** structure, be it tightly or loosely coiled. This term is used in relation to African type hair.
Natural hairdressing	Hairdressing that does not use chemicals on hair. This term is used in relation to African type hair.
Normalising products	These are post-relaxing treatments and shampoos. They are sometimes also known as 'stabilisers' or 'neutralising' products for the relaxing process.
Other persons	This phrase refers to everyone covered by the Health & Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients, students, pupils.
Outlines	The perimeter of a haircut, beard, moustache or sideburn shape.
Oxidising agents	These products introduce oxygen into the hair. They are mixed with oxidation based colour removers, colouring and lightening products and used in neutralisers.
Partial head colour	This may apply to areas of the head and could include techniques such as slices, block colour, polishing/shoeshining, woven or pull through highlights and lowlights etc.
Partial relaxing	This can apply to the areas of the head (e.g. nape only, hairline only) OR a percentage of the hair length.

People	Covers all persons entering the premises be they clients, potential clients, visitors (e.g. product representatives) and members of the general public making miscellaneous enquiries.
Personal presentation	This includes personal hygiene; use of personal protection equipment; clothing and accessories suitable to the particular workplace.
Personal Protective Equipment (PPE)	You are required to use and wear the appropriate protective equipment or clothing during colouring, perming and relaxing services. Protective gloves and apron are the normal requirement for yourself. *(See also General Guidance on Health & Safety and Other Legislation applicable to Hairdressing/Barbering Level 3 at the rear of this Glossary)*
Plant extracts	Examples are aloe vera, okra, fresh lemon and lime, avocado.
Plastic hair covering	This can be a fitted plastic cap or 'cling film' – the purpose of which is to protect the hair from the bonding glue.
Porosity	The speed at which hair can absorb moisture and or liquid. This is dependent on the condition of the hair cuticle.
Post-damping lotion	Any product applied to wound hair (e.g. perming lotion).
Potentially infectious condition	A medical condition or state of health which may be transmitted to others.
Pre-damping lotions	Any product applied to the hair **prior** to winding (eg booster, perming lotions, wrap humectants).
Pre-perm treatment	A product which is applied to the hair prior to a chemical service to even out porosity along the hair shaft.
Pressing	A technique that uses a thermal pressing comb to straighten the hair.
Pull test	The pull test helps evaluate excessive and/or abnormal scalp hair loss; gently pulling small sections of hair whilst sliding the fingers from root to point on at least 3 areas of the scalp. If more than 12 hairs per hand are shed, it may be an indication of an abnormal hair growth condition.
Pulled through highlights and lowlights	This technique can include the use of a variety of commercially available products (e.g. colour pots, plastic/rubber caps, bags, plastic strips, spatulas, etc.).

Quasi permanent colour	Colouring products which should be treated as permanent colours in terms of testing and future services. These products are mixed with oxidisers, e.g. low strength hydrogen peroxide (developers) and are normally expected to last up to 12 shampoos, depending on the porosity of the hair.
Rearranger	Ammonium-thiogycollate based product used to pre-soften tight/curly hair prior to winding a perm.
Reducing agents	A product which introduces hydrogen into the hair. These are found in colour reducers (de-colourants or strippers) and permanent wave lotion.
Relevant person	An individual deemed responsible for supervising you during a given task or service or the person to whom you normally report (i.e. your line manager). In this particular unit, it may also refer to an individual deemed responsible by the salon for specific areas and/or service.
Resources	Anything used to aid the delivery and completion of the service (e.g. towels, gowns, equipment, and consumable items).
Responsible persons	This term is used in the Health and Safety unit to mean the person or persons at work to whom you should report any issues, problems or hazards. This could be a supervisor, line manager or your employer.
Restyle	This refers to a significant change in either length, shape, style, volume or weight.
Rollers	These can include rollers secured with pins, Velcro rollers, spiral rods, style formers, bendies, etc.
Rolls	When dressing long hair, 'rolls' will also cover 'pleats'.
Rippling	Moving hair back and forth against its natural growth pattern to create a ripple effect.
Salon requirements	Any hairdressing procedures or work rules issued by the salon management.
Salon services	Covers all the services offered in your workplace.
Scalp plaits	NOTE: These can also be known as a French Plait, a Canerow or Corn Row Plait.
Sculpting	This is the process of creating three dimensional shapes within a haircut.
Seam ripper	A tool which is designed to cut and unpick stitching. These are sometimes also called

	'stitch pickers' or just 'pickers'. In hairdressing, they are used to remove sewn in hair extensions.
Semi permanent colour	A colour to which no oxidiser is added and which is normally expected to last up to 8 shampoos, depending on the porosity of the hair.
Senegalese twist	Two stems of hair that are individually twisted in the same direction, then crossed over and the process repeated to form a rope effect.
Sensitised hair	Hair which has a fragile internal structure naturally OR caused by mechanical, chemical and/or environmental factors.
Serum	A silicone based product used for styling.
Sharps	A term used by the Health & Safety Executive to describe sharp objects. In the context of hairdressing sharps include scissors, razors and razor blades which may have bye-laws covering their disposal.
Silky locks	Locks created by wrapping the natural hair with added artificial hair down the length of the hair.
Skin test	A test to determine if the client is allergic to the product being applied.
Slicing (Colour)	Sections of colour placed in the hair to emphasise style features. This could include snaking, panels and halos.
SMART Objectives	A management acronym used to describe how objectives should be written, e.g. **S**pecific **M**easureable **A**chievable **R**ealistic **T**ime bound.
Spiral setting	Winding can be from roots to points or points to root with the hair lying alongside itself on a cylindrical shaped item.
Sterilisation	The total destruction of micro organisms.
Strand test	This test is used in colouring, lightening, rearranging and relaxing processes to establish the effect of the product on the hair and its condition i.e. *For Colouring:* the depth and tone has been achieved. *For Lightening:* the degree of lift has been achieved. *For Rearranging:* the degree of straightness has been achieved before winding.

	For Relaxing: the degree of straightness has been achieved.
Stylist	This term can also include technicians, specialists and product demonstrators.
T-Liner	A clipper with a specially shaped blade used for creating patterns or intricate designs in short hair.
Tapered necklines	Tapered necklines have soft outlines that follow the natural hairline shape so that the nape outline appears to fade out with no harsh lines visible.
Technical	Where this word is used in the National Occupational Standards, it refers to any professional hairdressing or barbering service.
Tensile strength test	A test to determine the breaking point of hair which indicates the strength of the internal structure of the hair.
Texturising (by cutting)	Introducing differing lengths in areas of, or throughout, the haircut to soften a hard line or to create root lift.
Texturising (using chemicals)	A method of relaxing African type hair which reduces the natural curl pattern, to leave the hair softer and more manageable. This process is carried out on hair up to 5 cm (2 inches) in length.
Thinning	Reducing the amount of hair without reducing the length. Within the standards at Level 2, this will be carried out with scissors. The use of razors for thinning is included in appropriate Level 3 standards.
Toner (colour)	The use of pastel or fantasy colourants to enhance the effect of a permanent colour or lightener result.
Tonging	A technique that uses any heated equipment that traps hair to change its structure (eg Marcel type tongs, crimpers and spring tongs).
Tools	Refers to any tools necessary to deliver a hairdressing service.
Top and bottom	Refers to sectioning the hair then applying relaxer to the re-growth at the top and bottom sides of the section, avoiding making direct contact with the scalp.
Traction alopecia	The loss of hair because of excessive and or continuous tension on the hair eg regular wearing of extensions and plaiting.
Transition	The growing out of permed or relaxed hair in order to go back to the hair's natural state.

Twist out	A two strand twist which is untwisted after it has dried.
Vibration	A shaking movement applied with hands or finger tips. Light vibrations are soothing and heavier ones are stimulating.
Virgin hair	Hair that has not had any chemical treatment on it.
Weaving (colour)	Applying colour to woven sections of hair.
White hair (ie Canities)	The term used to describe colourless hair, commonly known as grey hair.
Workplace	This word is used to describe the single or multiple areas in which you carry out your work. Normally, this will be your salon.
Workplace policies	This covers the documentation prepared by your employer on the procedures to be followed in your workplace. Examples are your employer's safety policy statement, or general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the employees' (and "other persons'") attention, pricing policies and customer service policies.
Working practices	Any activities, procedures, use of materials or equipment and working techniques used in carrying out your job. Lifting techniques and maintaining good posture whilst working are also included.
Wrapping	This is a general term used when sections of hair are wrapped with different types of materials (eg threads, human hair, synthetic hair, wool, pipe cleaners, foils, plastics, etc.) This technique is also known as 'binding'.
Wrap set	When hair is wound clockwise or anti-clockwise so the contours of the head form the finished shape to the hair.

Appendix C4 – General guidance on health and safety legislation applicable to hairdressing and barbering

Health and Safety is the responsibility of all persons at work. Employers and supervisors in particular have a greater responsibility for health & safety than, say, the trainee stylist or stylist, but **all** have a responsibility to work in a healthy and safe manner.

Section 7 of the Health and Safety at Work Act states:
'It shall be the duty of every employee while at work - a to take reasonable care for the health & safety of himself and of other persons who may be affected by his acts or omissions at work; and be as regard any duty or requirement imposed on the employer or any other person by or under any of the relevant statutory provisions, to co-operate with him so far as is necessary to enable that duty or requirements to be performed or complied with'.

There are many individual items of health and safety legislation which apply to the working of a hairdressing salon. Some like The Management of Health and Safety at Work Regulations 1992 (which require management to carry out a risk assessment of their salons, to identify hazards and to improve working conditions and practices) apply mainly to the employer. Other items of legislation apply to employers **and** all those working within the salon.

The following are the principle items of legislation which apply to general salon operations **and**, therefore, to employers and employees/trainees:

1   **The Health and Safety at Work Act**
    - is the great 'enabling' Act from which most of the subsequent legislation has sprung.

2   **The Workplace (Health, Safety and Welfare) Regulations**
    - have taken the place of most of the Office, Shops and Railway Premises Act 1963, and require all at work to help maintain a safe and healthy working environment. They apply very much to hairdressing salons.

3   **The Manual Handling Operations Regulations**
    - places upon all at work the duty to minimise the risks from lifting and handling objects.

4   **The Provision and Use of Work Equipment Regulations**
    - impose upon the employee the duty to select equipment for use at work which is properly constructed, suitable for the purpose and kept in good repair. Employers must also ensure that all who use the equipment have been adequately trained.

The requirement for competence to use salon tools and equipment is embodied within the hairdressing standards.

5   **The Personal Protective Equipment at Work Regulations**
    - confirm the requirement for employers to provide suitable and sufficient protective clothing/equipment, and for all employees to use it when required. The use of personal protective equipment (PPE) is a requirement of the hairdressing standards.

6 **The Control of Substances Hazardous to Health Regulations (often referred to as COSHH) to include subsequent amendments**

- are particularly important as the storage, use and sale of a wide range of chemicals forms an important part of salon services, especially as such substances are applied on and sold to non-employees, ie clients.

7 **The Electricity at Work Regulations**

- under this law, salons are required to maintain electrical equipment in a safe condition; it covers responsibility to report any faulty electrical equipment in the workplace.

-

8 **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (often referred to as RIDDOR)**

- under this regulation, salons are required to report injuries, diseases and dangerous occurrences. It is responsibility of staff to report to the relevant person any injuries and dangerous occurrences which happen at work. Salons may also require any potentially infectious conditions to also be reported.

9 **Cosmetic Products (Safety) Regulations**

- this law lays down rules for recommended volumes and strengths of different hydroxide based products. The strength of a product will vary depending on whether it has been prepared for professional or non-professional general use. It is important that when using these products, strength should be checked from the manufacturer's guidance notes, and guidance be obtained from current legislation. (Copies of the Regulations can be bought from Her Majesty's Stationery Office (HMSO) bookshops.

Guidance can also be obtained from individual manufacturers and the Hairdressing and Beauty Suppliers Association.

Appendix C5 – Key and core skills signposting

Level 1 NVQ Certificate key and core skills signposting

This document signposts the revised 2009 Level 1 NVQ in Hairdressing and Barbering units against the '2000' and '2001' versions of Key Skills and Core Skills respectively. It is intended that this information will be issued to the Hairdressing Awarding Bodies upon formal endorsement of the revised National Occupational Standards by the Projects and Standards Approvals Group (PSAG).

Signposting information has been produced for Habia developed units only. In the case of 'imported' units, signposting will have been carried out by the originating Standards Setting Body.

Note:

'Signposting' points out the **potential** evidence link between occupational competence and Key and Core Skills. However, it in no way guarantees that any such evidence will fully meet that required for Key and Core Skill accreditation. This exercise merely points out that the evidence generated to meet the National Occupational Standards (NOS) **may also contribute** to that required for Key and Core Skills. It is not guaranteeing that the evidence **will** contribute to a particular Key/Core Skill or that the evidence will not contribute to other Key/Core Skills.

The decision on the suitability of evidence must be determined by the Key/Core Skills assessor on an individual basis against the specific evidence requirements now specified by QCA, SQA and Awarding Bodies for Key and Core Skill accreditation.

Evidence for Problem Solving and Working with Others Key/Core Skills:

Working towards these qualifications is likely to generate many opportunities for solving problems and working with others. However, it is likely that some of the specific type/s of documentary evidence required to meet the full Key/Core Skills specification will need to be produced by candidates as a distinct, additional activity. This is particularly so for the checking and evaluating type performance criteria or outcomes within the Key/Core Skills specifications.

The opportunities for Problem Solving activities and Working with Others have been indicated within the signposting for each unit, where appropriate.

Unit title: G2 (005) Assist with salon reception duties

Key skills	Core skills
Communication L1: C1.1	Communication Access 3: Task 3
Working with Others L1: WO1.2	Working with Others Access 3: Task 2

Unit title: G3 (002) Contribute to the development of effective working relationships

Key skills	Core skills
Communication L2: C2.1a	Communication Intermediate 1: Task 3
Working with Others L1: WO1.1, WO1.2, WO1.3	Working with Others Access 3: Tasks 1, 2 and 3
Improving Own Learning and Performance L2: LP2.1, LP2.2, LP2.3	No parallel unit but may be scope to provide evidence for Problem Solving Access 3: Tasks 1, 2 and 3 instead

Unit title: GH1 (003) Shampoo and condition hair

Key skills	Core skills
Communication L1: C1.1	Communication Access 3: Task 3
Working with Others L1: WO1.2	Working with Others Access 3: Task 2

Unit title: GH2 (006) Blow dry hair

Key Skills	Core skills
Communication L1: C1.1 (if reporting any problems/issues)	Communication Access 3: Tasks 3 (if reporting any problems/issues)
Working with Others L1: WO1.1, WO1.2	Working with Others Access 3: Tasks 1 and 2

Unit title: GH3 (004) Prepare for hairdressing services and maintain work areas

Key skills	Core skills
Working with Others L1: WO1.1, WO1.2	Working with Others Access 3: Tasks 1 and 2

Unit title: GH4 (007) Assist with colouring services

Key skills	Core skills
Communication L1: C1.1 (if reporting any problems/issues)	Communication Access 3: Tasks 3 (if reporting any problems/issues)
Working with Others L1: WO1.1, WO1.2	Working with Others Access 3: Tasks 1 and 2

Unit title: GH5 (008) Assist with perming and hair colouring services

Key skills	Core skills
Communication L1: C1.1 (if reporting any problems/issues)	Communication Access 3: Tasks 3 (if reporting any problems/issues)
Working with Others L1: WO1.1, WO1.2	Working with Others Access 3: Tasks 1 and 2

Unit Title: GH6 (009) Plait and twist hair using basic techniques

Key Skills	Core Skills
Communication L1: C1.1 (if reporting any problems/issues)	Communication Access 3: Tasks 3 (if reporting any problems/issues)
Working with Others L1: WO1.1, WO1.2	Working with Others Access 3: Tasks 1 and 2

Unit Title: GH7 (010) Remove hair extensions

Key Skills	Core Skills
Communication L1: C1.1 (if reporting any problems/issues)	Communication Access 3: Tasks 3 (if reporting any problems/issues)
Working with Others L1: WO1.1, WO1.2	Working with Others Access 3: Tasks 1 and 2

Unit Title: GB1 (011) Assist with shaving services

Key Skills	Core Skills
Communication L1: C1.1 (if reporting any problems/issues)	Communication Access 3: Tasks 3 (if reporting any problems/issues)
Working with Others L1: WO1.1, WO1.2	Working with Others Access 3: Tasks 1 and 2

Level 2 NVQ Diploma key and core skills signposting

This document signposts the revised 2009 Hairdressing Level 2 NVQ units against the '2000' and '2001' versions of Key Skills and Core Skills respectively.

Signposting information has been produced for Habia developed units only. In the case of 'imported' units, signposting will have been carried out by the originating Standards Setting Body.

Note:

'Signposting' points out the **potential** evidence link between occupational competence and Key and Core Skills. However, it in no way guarantees that any such evidence will fully meet that required for Key and Core Skill accreditation. This exercise merely points out that the evidence generated to meet the National Occupational Standards (NOS) **may also contribute** to that required for Key and Core Skills. It is not guaranteeing that the evidence **will** contribute to a particular Key/Core Skill or that the evidence will not contribute to other Key/Core Skills.

The decision on the suitability of evidence must be determined by the Key/Core Skills assessor on an individual basis against the specific evidence requirements now specified by QCA, SQA and Awarding Bodies for Key and Core Skill accreditation.

Evidence for Problem Solving and Working with Others Key/Core Skills:

Working towards these qualifications is likely to generate many opportunities for solving problems and working with others. However, it is likely that some of the specific type/s of documentary evidence required to meet the full Key/Core Skills specification will need to be produced by candidates as a distinct, additional activity. This is particularly so for the checking and evaluating type performance criteria or outcomes within the Key/Core Skills specifications.

The opportunities for Problem Solving activities and Working with Others have been indicated within the signposting for each unit, where appropriate.

Unit title: G4 (019) Fulfil salon reception duties	
Key skills	**Core skills**
Communication L2: C2 .1a	Communication Intermediate 1: Task 3
Application of Number L1: N1.1, N1.2	Numeracy Access 3: Task 4
Problem Solving L2: PS2.1, PS2.2, PS2.3	Problem Solving Intermediate 1: Tasks 1, 2 and 3
Working with Others L2: WO2.1, WO2.2	Working with Others Intermediate 1: Tasks 1, 2 and 3

Unit title: G7(013) Advise and consult with clients	
Key skills	**Core skills**
Communication L1: C1.2, C1.3	Communication Access 3: Tasks 1 and 2
Communication L2: C2.1a	Communication Intermediate 1: Task 3
Application of Number L1: N1.1, N1.2	Numeracy Access 3: Task 4
Problem Solving L2: PS2.1, PS2.2, PS2.3	Problem Solving Intermediate 1: Tasks 1, 2 and 3
Working with Others L2: WO2.1, WO2.2	Working with Others Intermediate 1: Tasks 1, 2 and 3

Unit title: G8 (021) Develop and maintain your effectiveness at work	
Key skills	**Core skills**
Communication L2: C2.1a	Communication Intermediate 1: Task 3
Improving own Learning & Performance L2: LP2.1, LP2.2, LP2.3	No parallel units with Core Skills, however personal performance reviews may provide evidence towards:

| | Problem Solving Intermediate 1: Tasks 1, 2 and 3 |
| | Working with Others Intermediate 1: Tasks 1, 2 and 3 |

Unit title: GH8 (014) Shampoo, condition and treat Hair and scalp

Key skills	Core skills
Communication L1: C1.1	Communication Access 3: Task 3
Problem Solving L2: PS2.1, PS2.2	Problem Solving Intermediate 1: Tasks 1 and 2
Working with Others L2: WO2.1, WO2.2, WO2.3	Working with Others Intermediate 1: Tasks 1, 2 and 3

Unit Title: GH9 (015) Change hair colour

Key Skills	Core Skills
Communication L1: C1.3	Communication Access 3: Task 2
Communication L2: C2.2	Communication Intermediate 1: Task 1
Communication L3: C3.1a	Communication Intermediate 2: Task 3
Application of Number L1: N1.1	Numeracy Access 3: Task 1
Problem Solving L2: PS2.1, PS2.2, PS.2.3	Problem Solving Intermediate 1: Tasks 1, 2 and 3
Working with Others L2: WO2.1, WO2.2, WO2.3	Working with Others Intermediate 1: Tasks 1, 2 and 3

Unit title: GH10 (016) Style and finish hair

Key skills	Core skills
Communication L2: C2.1a	Communication Intermediate 1: Task 3
Problem Solving L2: PS2.1, PS2.2, PS.2.3	Problem Solving Intermediate 1: Tasks 1, 2 and 3
Working with Others L2: WO2.1, WO2.2, WO2.3	Working with Others Intermediate 1: Tasks 1, 2 and 3

Unit title: GH11 (017) Set and dress hair

Key skills	Core skills
Communication L2: C2.1a	Communication Intermediate 1: Task 3
Problem Solving L2: PS2.1, PS2.2, PS.2.3	Problem Solving Intermediate 1: Tasks 1, 2 and 3
Working with Others L2: WO2.1, WO2.2, WO2.3	Working with Others Intermediate 1: Tasks 1, 2 and 3

Unit title: GH12 (018) Cut hair using basic techniques

Key skills	Core skills
Communication L2: C2.1a	Communication Intermediate 1: Task 3
Problem Solving L2: PS2.1, PS2.2, PS2.3	Problem Solving Intermediate 1: Tasks 1, 2 and 3
Working with Others L2: WO2.1, WO2.2, WO2.3	Working with Others Intermediate 1: Tasks 1, 2 and 3

Unit Title: GH14 (023) Perm and neutralise hair

Key Skills	Core Skills
Communication L1: C1.3	Communication Access 3: Task 2
Communication L2: C2.2	Communication Intermediate 1: Task 1
Communication L3: C3.1a	Communication Intermediate 2: Task 3
Application of Number L1: N1.1	Numeracy Access 3: Task 1
Problem Solving L2: PS2.1, PS2.2, PS.2.3	Problem Solving Intermediate 1: Tasks 1, 2 and 3
Working with Others L2: WO2.1, WO2.2, WO2.3	Working with Others Intermediate 1: Tasks 1, 2 and 3

Unit Title: AH6 (031) Shampoo and treat the hair and scalp for African type hair

Key Skills	Core Skills
Communication L1: C1.1	Communication Access 3: Task 3
Problem Solving L2: PS2.1, PS2.2	Problem Solving Intermediate 1: Tasks 1 and 2
Working with Others L2: WO2.1, WO2.2, WO2.3	Working with Others Intermediate 1: Tasks 1, 2 and 3

Unit Title: AH7 (032) Style and finish African type hair

Key Skills	Core Skills
Communication L2: C2.1a	Communication Intermediate 1: Task 3

| Problem Solving L2: PS2.1, PS2.2, PS.2.3 | Problem Solving Intermediate 1: Tasks 1, 2 and 3 |
| Working with Others L2: WO2.1, WO2.2, WO2.3 | Working with Others Intermediate 1: Tasks 1, 2 and 3 |

Unit Title: AH10 (033) Relax hair

Key Skills	Core Skills
Communication L1: C1.3	Communication Access 3: Task 2
Communication L2: C2.2	Communication Intermediate 1: Task 1
Communication L3: C3.1a	Communication Intermediate 2: Task 3
Application of Number L1: N1.1	Numeracy Access 3: Task 1
Problem Solving L2: PS2.1, PS2.2, PS.2.3	Problem Solving Intermediate 1: Tasks 1, 2 and 3
Working with Others L2: WO2.1, WO2.2, WO2.3	Working with Others Intermediate 1: Tasks 1, 2 and 3

Unit Title: AH18 (035) African hair type

Key Skills	Core Skills
Communication L1: C1.3	Communication Access 3: Task 2
Communication L2: C2.2	Communication Intermediate 1: Task 1
Communication L3: C3.1a	Communication Intermediate 2: Task 3
Application of Number L1: N1.1	Numeracy Access 3: Task 1
Problem Solving L2: PS2.1, PS2.2, PS.2.3	Problem Solving Intermediate 1: Tasks 1, 2 and 3
Working with Others L2: WO2.1, WO2.2, WO2.3	Working with Others Intermediate 1: Tasks 1, 2 and 3

Level 3 NVQ Diploma in Hairdressing key and core skills signposting

This document signposts the revised 2009 Hairdressing Level 3 NVQ units against the '2000' and '2001' versions of Key Skills and Core Skills respectively.

Signposting information has been produced for Habia developed units only. In the case of 'imported' units, signposting will have been carried out by the originating Standards Setting Body.

Note:

'Signposting' points out the **potential** evidence link between occupational competence and Key and Core Skills. However, it in no way guarantees that any such evidence will fully meet that required for Key and Core Skill accreditation. This exercise merely points out that the evidence generated to meet the National Occupational Standards (NOS) **may also contribute** to that required for Key and Core Skills. It is not guaranteeing that the evidence **will** contribute to a particular Key/Core Skill or that the evidence will not contribute to other Key/Core Skills.

The decision on the suitability of evidence must be determined by the Key/Core Skills assessor on an individual basis against the specific evidence requirements now specified by QCA, SQA and Awarding Bodies for Key and Core Skill accreditation.

Evidence for Problem Solving and Working with Others Key/Core Skills:

Working towards these qualifications is likely to generate many opportunities for solving problems and working with others. However, it is likely that some of the specific type/s of documentary evidence required to meet the full Key/Core Skills specification will need to be produced by candidates as a distinct, additional activity. This is particularly so for the checking and evaluating type performance criteria or outcomes within the Key/Core Skills specifications.

The opportunities for Problem Solving activities and Working with Others have been indicated within the signposting for each unit, where appropriate.

Unit title: G11 (046) Contribute to the financial effectiveness of the business	
Key skills	**Core skills**
Communication L1: C1.3	Communication Access 3: Task 2
Communication L2: C2.2	Communication Intermediate 1: Task 1
Communication L3: C3.1a	Communication Intermediate 2: Task 3
Application of Number L1: N1.1, N1.2	Numeracy Access 3: Task 4
Working with Others L3: WO3.1, WO3.2, WO3.3	Working with Others Intermediate 2: Tasks 1, 2, 3 and 4
Improving Own Learning and Performance L3: LP3.1, LP3.2, LP3.3	No parallel unit in Core Skills. However, evidence generated from this unit may be suitable for 'Problem Solving' Intermediate 2, Tasks 1,2 and 3.

Unit title: G21 (037) Providing hairdressing consultation services	
Key skills	**Core skills**
Communication L1: C1.3	Communication Access 3: Task 2
Communication L2: C2.2	Communication Intermediate 1: Task 1
Communication L3: C3.1a	Communication Intermediate 2: Task 3
Application of Number L1: N1.2	Numeracy Access 3: Task 4
Problem Solving L2: PS2.1, PS2.2, PS2.3	Problem Solving Intermediate 1: Tasks 1, 2 and 3
Working with Others L3: WO3.1, WO3.2, WO3.3	Working with Others Intermediate 2: Tasks 1, 2, 3 and 4

Unit title: GH16 (038) Creatively cut hair using a combination of techniques

Key Skills	Core skills
Communication L3: C3.1a Problem Solving L3: PS3.1, PS.3.2, PS3.3 Working with Others L3: WO3.1, WO3.2, WO3.3	Communication Intermediate 2: Task 3 Problem Solving Intermediate 2: Tasks 1, 2 and 3 Working with Others Intermediate 2: Tasks 1, 2, 3 and 4

Unit title: GH17 (039) Colour hair using a variety of techniques

Key Skills	Core skills
Communication L1: C1.2, C1.3 Communication L3: C3.1a Application of Number L1: N1.1, N1.2 Problem Solving L2: PS2.1, PS2.2, PS2.3 Working with Others L3: WO3.1, WO3.2, WO3.3	Communication Access 3: Task 1 and 2 Communication Intermediate 2: Task 3 Numeracy Access 3: Task 4 Problem Solving Intermediate 1: Tasks 1, 2 and 3 Working with Others Intermediate 2: Tasks 1, 2, 3 and 4

Unit title: GH18 (040) Provide colour correction services

Key Skills	Core skills
Communication L1: C1.3 Communication L2: C2.2 Communication L3: C3.1a Application of Number N1.1, N1.2 Problem Solving L3: PS3.1, PS3.2, PS3.3, PS3.4 Working with Others L3: WO3.1, WO3.2, WO3.3	Communication Access 3: Task 2 Communication Intermediate 1: Task 1 Communication Intermediate 2: Task 3 Numeracy Access 3: Task 4 Problem Solving Intermediate 2: Tasks 1, 2 and 3 Working with Others Intermediate 2: Tasks 1, 2, 3 and 4

Unit title: GH19 (041) Creatively style and dress hair

Key Skills	Core skills
Communication L2: C2.1a Problem Solving L3: PS3.1, PS3.2, PS3.3, PS3.4 Working with Others L3: WO3.1, WO3.2, WO3.3	Communication Intermediate 1: Task 3 Problem Solving Intermediate 2: Tasks 1, 2 and 3 Working with Others L3: Tasks 1, 2, 3 and 4

Unit title: GH20 (042) Creatively dress long hair

Key Skills	Core skills
Communication L2: C2.1a Problem Solving L3: PS3.1, PS3.2, PS3.3 Working with Others L3: WO3.1, WO3.2, WO3.3	Communication Intermediate 1: Task 3 Problem Solving Intermediate 2: Tasks 1, 2 and 3 Working with Others L3: Tasks 1, 2, 3 and 4

Unit title: GH21 (043) Develop and enhance your creative hairdressing skills

Key Skills	Core skills
Communication L3: C3.1a, C3.1b, C3.2, C3.3 Application of Number L3: N1.1, N1.2, N1.3 Problem Solving L3: PS3.1, PS3.2, PS3.3 Working with Others L3: WO3.1, WO3.2, WO3.3	Communication Intermediate 2: Tasks 1, 2 and 3 Numeracy Access 3: Tasks 3 and 4 Problem Solving Intermediate 2: Tasks 1, 2 and 3 Working with Others Intermediate 2: Tasks 1, 2, 3 and 4

Unit title: GH22 (044) Create a variety of permed effects

Key Skills	Core skills

Communication L1: C1.2, C1.3	Communication Access 3: Tasks 1, and 2
Communication L3: C.1a	Communication Intermediate 2: Task 3
Application of Number L1: N1.1	Numeracy Access 3: Task 1
Problem Solving L3: PS3.1, PS3.2, PS3.3	Problem Solving Intermediate 2: Tasks 1, 2 and 3
Working with Others L3: WO3.1, WO3.2, WO3.3	Working with Others Intermediate 2: Tasks 1, 2, 3 and 4

Unit title: GH23 (045) Provide creative hair extension services

Key skills	Core skills
Communication L1: C1.2, C1.3	Communication Access 3: Tasks 1 and 2
Communication L3: C3.1a	Communication Intermediate 2: Task 3
Problem Solving L3: PS3.1, PS3.2, PS3.3, P3.4	Communication Intermediate 2: Tasks 1,2 and 3
Working with Others L3: WO3.1, WO3.2, WO3.3	Working with Others Intermediate 2: Tasks 1, 2, 3 and 4

Unit title: GH24 (059) Provide specialist consultation services for hair and scalp conditions

Key skills	Core skills
Communication L1: C1.2, C1.3	Communication SCQF Level 3
Communication L2: C2.2a	Task 2
	Communication SCQF Level 4
Problem Solving L2: PS2.1, PS2.2, PS2.3,	Task 1 & 3
Problem Solving L3: PS3.1, PS3.2, PS3.3,	
	Problem Solving SCQF Level 4
Working with Others L3: WO3.1, WO3.2, WO3.3	Tasks 1, 2 & 3
Improve own Working and Performance	Working with others SCQF Level 4
L3: LP3.1 LP 3.2 LP 3.3	Tasks 1 & 2

Unit title: GH25 (060) Provide specialist hair and scalp treatments

Key skills	Core skills
Communication L1: C1.2, C1.3	Communication SCQF Level 3
Communication L2: C2.2a	Task 2
	Communication SCQF Level 4
Application of Number	Task 1 & 3
L1: N1.1, N1.2	
	Numeracy at SCQF Level 3
Problem Solving L2: PS2.1, PS2.2, PS2.3,	Tasks 2 & 3
Working with Others L3: WO3.1, WO3.2, WO3.3	Problem Solving SCQF Level 4
	Tasks 1, 2 & 3
Improve own Working and Performance	
L3: LP3.1 LP 3.2 LP 3.3	Working with others SCQF Level 4
	Tasks 1 & 2

Unit title: H32 (048) Contribute to the planning and implementation of promotional activities

Key Skills	Core skills
Communication L1: C4.1, C4.2, C4.3 (if organising a demonstration event or major advertising campaign)	Communication Higher: Tasks 1, 2 and 3 (if organising a demonstration event or major advertising campaign)
Communication L3: C3.1a, C3.1b, C3.2, C3.3 (if organising a static display)	Communication Intermediate 2: Tasks 1,2 and 3 (if organising a static display)
Application of number L1: N1.1, N1.2, N1.3	Numeracy Access 3: Task 3 and 4
Problem Solving L3: PS3.1, PS3.2, PS3.3, P3.4	Problem Solving Intermediate 2: Task 1, 2 and 3
Working with Others L4: WO4.1, WO4.2, WO4.3(if organising a demonstration event or major advertising campaign)	Working with Others Higher: Tasks 1, 2, 3 and 4(if organising a demonstration event or major advertising campaign)
Working with Others L3: WO3.1, WO3.2, WO3.3(if	Working with Others Intermediate 2: Tasks 1, 2, 3 and 4 if

organising a static display)	organising a static display)

Appendix D –Assessment Strategy

The Habia Assessment strategy for Hairdressing and Barbering NVQs

Adapted for Assessors of City & Guilds
Level 1, 2 and 3 Hairdressing and Barbering NVQs

2009
(Will come into force from July 2009 for Hairdressing and Barbering NVQs

May 2009

Introduction
The full version is available for free download from the HABIA website at www.HABIA.org.uk.
The assessment strategy is effective from 1 July 2009 for NVQs(3008) and 1 July 2009

Note: The previous assessment strategy still applies to the previous NVQ standards e.g.
candidate's evidence and the assessors and verifiers working on the hairdressing NVQ 3014 must
still comply with the requirements of the previous assessment strategy.

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Appendix D1A

Contents

Foreword

Acknowledgements

Statement of Support

FOREWORD

We have the best standards in hairdressing in the world. It is our vision that anyone achieving an NVQ/SVQ in hair or beauty can take up employment in any country without having to take that country's national qualification.

Yet standards are only part of the equation of global acceptance of UK hair and beauty qualifications. Assessment is the key. Without some valid measure of achievement, the world's best standards are no more than words on paper.

This Assessment Strategy is based on solid research with the hairdressing industry, trainees, students, assessment centres and the inspectors of government funded programmes during 2002 and subsequent work in 2006 and 2008. It has high levels of support from all these stakeholders and has been agreed with all Awarding Bodies. It will continue to strengthen assessment and verification of our NVQs and SVQs. The aim is to standardise the assessment approach without losing the independence of each Awarding Body. This will lead to greater consistency within and between Awarding Bodies.

Continuing professional development is an important part of the Assessment Strategy because in industries where fashions, products, techniques and equipment change so rapidly, it is essential that everyone keeps their skills and knowledge up-to-date to meet client needs. This is even truer for assessors and verifiers because they are the gatekeepers of standards for the next generation of hairdressers and barbers.

We sincerely hope that the good practice set in the Assessment Strategy will be applied not just to NVQs and SVQs but to all qualifications within hairdressing.

ACKNOWLEDGEMENTS

STATEMENT OF SUPPORT

This strategy has been developed as part of Habia's commitment to ensuring continuous improvement in training provision, expertise and the general quality of hairdressing services throughout the United Kingdom.

With effective implementation by our Awarding Bodies, it will support the continued availability of high quality National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) that are fit for purpose and command wide public and employer confidence.

This strategy puts in place requirements which ensure the rigour and consistency of assessment procedures in addition to ensuring that all those involved in assessment processes remain highly qualified, experienced and technically up-to-date.

We have, therefore, no hesitation in recommending this strategy and the contribution it makes towards achieving our wider organisation goals for the hairdressing sectors and our responsibilities as a Standards Setting Body.

Alan Goldsbro
Chief Executive Officer
Habia

Appendix D1B

Mandatory requirements

Key Mandatory Components of Our Assessment Strategy

Key Mandatory components of our Assessment Strategy for NVQs and SVQs, which are:

- performance in the workplace, the use of realistic working environments, requirements for a realistic working environment and the use of specific simulated activities
- Habia's approach to External Quality Control of Assessment
- the requirements for the occupational expertise of external verifiers, Internal Verifiers and Assessors.

Each of the above are expanded upon in more detail below.

Performance in the Workplace and Use of Simulations

The Hairdressing NVQs/SVQs may be assessed in the workplace and/or an approved 'realistic working environment' meeting the criteria set out in Appendix D2 .

Habia wishes to make clear its stance on the use of simulated activities and a realistic working environment. The key criterion for allowing the use of simulated activities in the assessment of performance is the rarity of the opportunity to undertake the activities required by the standard of competence. Examples of these activities include:

- dealing with fire and other emergencies
- dealing with health and safety activities outside or peripheral to normal practices
- client/customer relationships
- contra-indications/contra-actions.

Therefore, a simulated activity is viewed as 'any structured assessment exercise involving a specific task which reproduces real life situations'. In this it is distinct and separate from the use of an approved realistic working environment as the latter allows the candidate to perform an entire occupational role over an extended period of time, in an environment which as closely as possible replicates the working environment and involves real work on real clients drawn from members of the public.

Habia considers evidence generated in a realistic working environment, meeting the criteria set out in Appendix D2, as acceptable for the purposes of Hairdressing NVQ/SVQ assessment. The use of realistic working environments will be necessary to promote access to assessment for some hairdressing candidates at present.

Simulated activities may only be used for Habia developed units where indicated in Appendix D4. An additional, specific dispensation has been given to schemes operating in HM Prison Service whereby use of replica money is allowed within

Unit G4 (Fulfil salon reception duties) to prevent barriers to access caused by prison rules on cash usage.

In addition, the Institute of Customer Service has given a special dispensation for the 'imported' Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to Habia's criteria specified in Appendix D2:

Unit G17 (ICS Unit 9), Level 2: Give customers a positive impression of yourself and your organisation
Unit G19 (ICS Unit 37), Level 2: Support client service improvements
Unit G18 (ICS Unit 10), Level 2: Promote additional products or services to clients

This dispensation in no way implies that the Customer Service NVQ/SVQ itself can be achieved in an RWE. The dispensation only applies to the three imported units above.

As a matter of policy, Habia will work with industry experts and its Awarding Bodies to develop basic Evidence Requirement Specifications for use where Hairdressing National Occupational Standards are used for NVQ/SVQ purposes.

Approach to Achieving Greater External Quality Control of Assessment

Our strategy to address the above is as follows:

An overall 100% achievement rate for the entire underpinning knowledge and understanding specification in the National Occupational Standards should be required of each candidate.

Habia requires all Awarding Bodies to develop externally set mandatory question papers to cover critical areas of essential knowledge and understanding within specified units for the Hairdressing Level 1, Hairdressing Level 2 and Hairdressing Level 3 NVQs/SVQs. These units and the critical areas of knowledge have been detailed in Appendix D5 for Hairdressing units.

For the Hairdressing Level 1 NVQ/SVQ, Habia requires all Awarding Bodies to set mandatory question papers to cover the critical areas of essential knowledge and understanding as specified in Appendix D5. These papers should be designed so they may be administered by written or oral means at the discretion of the assessor.

All mandatory question papers should be internally marked by assessors using answer and/or marking guides supplied by the Awarding Body. A minimum of two different sets of questions and associated answer guides should be provided for all mandatory, designated areas of questioning.

For externally set mandatory question papers, a 70% achievement rate must be attained under formal, 'closed book', assessment conditions to avoid the necessity of a resit of the complete paper. For those achieving 70% or more, questions answered incorrectly may be reassessed by a variety of means (e.g. oral questioning, a repeat of the written questions, assignments) to ensure 100% achievement on the mandatory areas of questioning for the units being undertaken.

All question and answer sheets must be collected from candidates and securely retained by the centre for internal and external verification purposes. It is expected suitable systems will be in place to prevent copying or plagiarism.

It is anticipated that Awarding Bodies will make suitable alternative arrangements for those with identified special needs which may preclude them from undertaking written assessments (e.g. candidates who are identified as dyslexic).

It is expected Awarding Bodies will ensure:

- the design of testing does not discriminate between those taking full qualifications and individual units
- that assessment instruments do not directly or indirectly discriminate against any particular group and ensure equality of opportunity appropriate to employment in the hairdressing and barbering industries
- that candidates are not expected to repeat questions on knowledge 'common' to several units
- arrangements are in place for testing to be carried out at a time to meet individual needs and rate of progress
- where necessary, suitable arrangements are in place for reassessment of those areas where candidates have been shown to be 'not yet competent'
- suitable arrangements are put in place for those with disabilities affecting their reading and writing capabilities.

Assessment of Essential Knowledge and Understanding Items Outside the Specification for Externally Set Mandatory Question Papers

As a 100% achievement rate is required for the entire Knowledge and Understanding specification for each unit for each candidate, other means such as oral questioning and additional portfolio evidence must be used to demonstrate that all remaining items of underpinning knowledge and understanding have been assessed and achieved satisfactorily.

Habia also requires that the Nationally Agreed Maximum Service Times quoted in Appendix D3 are used for assessment purposes for the particular, critical services listed for each level of Hairdressing NVQ/SVQ.

Requirements for the Occupational Expertise of external verifiers, internal verifiers and assessors

Habia requires that:

All assessors, internal verifiers and external verifiers hold assessment and verification qualifications as specified in current guidance produced by the Regulatory Bodies.

In addition, Habia is required by the Regulatory Bodies to specify the appropriate occupational expertise requirements. These requirements have been detailed in Appendix D6 for Hairdressing. All Habia Awarding Bodies must comply with these requirements when recruiting and selecting external verifiers and implement the requirements within their current external verifier teams. All Habia Awarding Bodies must ensure their Approved Centres comply with these requirements when recruiting and selecting internal verifiers and assessors and implement the requirements with their current internal verifiers and assessors.

It is expected that as part of Awarding Body internal quality assurance processes, the qualifications and occupational expertise requirements of all involved in the assessment and verification process will be regularly monitored and recorded.

Because of the ever changing nature of the industries Habia represents, it is essential that assessors and verifiers keep their technical skills up-to-date and at an occupational level appropriate to the NVQs/SVQs they are assessing or verifying. All assessors and verifiers must be able to demonstrate to their Awarding Body that they engage in appropriate continuing professional development (CPD) activities.

To ensure consistency of approach in this matter across all Awarding Bodies delivering Habia NVQs/SVQs, it is a requirement that all Awarding Bodies implement Habia's minimum requirements for CPD activities and put systems in place to monitor, record and ensure assessor and verifier achievement against these requirements. These appear in Appendix D7 for Hairdressing.

Appendices

Requirements relating to the Hairdressing, Barbering and Combined Hair Type NVQs/SVQs

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Appendix D2

Hairdressing and Barbering realistic working environment requirements

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Appendix D3

Nationally agreed maximum service times for Hairdressing
Level 1, 2 and 3 (NVQ) and Level 4, 5 and 6 SVQ assessment purposes

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Appendix D4

Summary of where simulated activities may be used
for HABIA developed units at Level 1, 2 and 3 (NVQ) and Level 4,5 and 6 SVQ

Appendix D5

Areas within the Hairdressing, Barbering and Combined Hair Type Level 1, 2 and 3
(NVQ) and Level 4, 5 and 6 SVQ National Occupational Standards for which mandatory
question papers must be developed

Appendix D6

Occupational expertise requirements for Hairdressing and
Barbering assessors and verifiers

Appendix D7

Requirements for continuing professional development for
assessor and verifiers of Hairdressing and Barbering technical units

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Appendix D2

Hairdressing and Barbering realistic working environment requirements

As the Standards Setting Body for the Hairdressing and Beauty sectors, the Hairdressing And Beauty Industry Authority (HABIA) is responsible for defining what constitutes a 'Realistic Working Environment' (RWE). HABIA has set down the following criteria for the assessment location. This will ensure that all candidates are being assessed against the National Occupational Standards in a realistic working environment when not in an actual, commercial workplace.

The following criteria must be included as part of centre approval and must be confirmed as being met during the first external verification visit. The criteria must then continue to be met on every subsequent visit. This will ensure that candidates are able to meet commercial needs in the workplace.

1. Assessment centres must develop realistic management procedures that incorporate a 'salon image*' and sales and marketing policy to attract the type and number of clients needed to ensure that the requirements of the National Occupational Standards can be achieved.

2. All assessments must be carried out under realistic commercial pressures and on paying clients and not other candidates within the same group. Clients should vary in age and hair condition so that the requirements of the National Occupational Standards can be achieved.

3. All services that are carried out should be completed in a commercially acceptable timescale. Maximum service times for particular, critical services have been developed by HABIA for each Hairdressing NVQ/SVQ and are detailed in Appendix D3.These times should be used for assessment purposes.

4. Candidates must be able to achieve a realistic volume of work.

5. The space per working area conforms to health & safety legislation and commercial practice.

6. The range of services, professional products, tools, materials and equipment must be up-to-date and available for use. They must enable candidates to meet the requirements of the National Occupational Standards.

7. A reception area where clients are greeted and general enquiries and appointments can be made by telephone or in person must be available. The reception area must also include a payment facility.

8. A retail facility must be provided with products that relate to the clients' needs and the services offered.

9. The RWE must take full account of any bye-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.

10. Candidates must work in a professional manner taking into account establishment requirements such as:
    I. appearance and dress code
    II. personal conduct
    III. hygiene
    IV. reliability
    V. punctuality.

11. Candidates are given workplace responsibilities to enable them to meet the requirements of the National Occupational Standards.

* The use of the word 'salon' is not intended to deny access to the hairdressing qualification if you deliver hairdressing services in other locations (e.g., hospitals, care centre etc.).
It refers to any place where professional hairdressing services are carried out. However, the location must meet health & safety requirements for hairdressing.

Appendix D3

Maximum service times for Hairdressing and Barbering Level 1, 2 and 3 NVQ/SVQ assessment purposes

The 2009 revised National Occupational Standards (NOS) require that technical services are carried out 'in a commercially viable time'. To ensure consistent NVQ/SVQ assessment practices, HABIA has developed a nationally agreed set of maximum service times for certain, critical services for each level of NVQ/SVQ.
These times are shown below.

Range of Service Times for Level 1 NVQ and Level 1 SVQ in Hairdressing and Barbering Services

At Level 1 (NVQ) and Level 4 SVQ, the requirement to work to a commercial time is limited to shampooing, conditioning and blow drying work. The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Please note that the type, depth and breadth of services concerned are those described in the Level 1 NVQ and Level 1 SVQ in Hairdressing and Barbering standards only.

Service	Minutes (Maximum)
1. Shampoo, surface condition and de-tangle hair - above shoulder length hair (excluding development time)	10
2. Shampoo, surface condition and de-tangle hair - below shoulder length hair (excluding development time)	15
3. Blow drying hair - above shoulder length	30
4. Blow drying hair - below shoulder length	45

Range of Service Times for Level 1 Beauty Therapy

At Level 1, the requirement to work to a commercial time is limited to assisting with facial treatments, nail treatments and day make-up. The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Please note that the type, depth and breadth of services listed are those described in the Level 1 Beauty Therapy Standards only.

	Service (excluding consultation and preparation)	Minutes (Maximum)
1.	Assist with facial treatment	30
2.	Assist with nail treatment	30
3.	Assist with day make-up	30

Range of Service Times for Level 2 NVQ and Level 2 SVQ Hairdressing Services

The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Please note that the type, depth and breadth of services listed are those described in the Level 2 NVQ and Level 2 SVQ Hairdressing standards only.

Service	Minutes (Maximum)
1. Shampoo, condition and/or treat hair – above shoulders (excluding development time)	10
2 Shampoo, condition and/or treat hair – below shoulders (excluding development time)	15
3. Set and dress hair – above shoulder (excluding drying)	35
4. Set and dress hair – below shoulder (excluding drying)	45
5. Blow dry and finish – above shoulders	35
6. Blow dry and finish – below shoulders	45
7. Cut hair only	45
8. Mix and apply colour - re-growth, permanent colour	25
9. Pulled through highlights/lowlights (including preparation and application) – full head	35
10. Pulled through highlights/lowlights (including preparation and application) – at least 20% of the head	15
11. Woven highlights/lowlights (including preparation and application) – full head	75
12. French plait, fishtail plait	30
13. Twists and/or cornrows to cover 50% of the head	45
14. Perm (winding only)	45

Range of Service Times for Level 2 (NVQ and Level 2 SVQ Barbering Services

The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Please note that the type, depth and breadth of services listed are those described in the Level 2 NVQ and Level 2 SVQ Barbering standards only.

Service	Minutes (Maximum)
1. Shampoo, condition and/or treat hair – above shoulders (excluding development time)	10
2 Shampoo, condition and/or treat hair – below shoulders (excluding development time)	15
3. Cut, blow dry/dry and finish (men's) hair	30
4. Mix and apply a full head application of quasi-permanent colour	20
5. Mix and apply colour - full head virgin application permanent colour or lightener	45
6. Mix and apply colour - re-growth, permanent colour or lightener	25
7. Perm (Winding only)	45
8. Cut full beards	15
9. Cut moustaches	5

Range of Service Times for Level 2 NVQ and Level 2 SVQ Combined Hair Types Services

The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Please note that the type, depth and breadth of services listed are those described in the Level 2 NVQ and Level 2 SVQ in Hairdressing (Combined Hair Types) standards only.

Service	Minutes (Maximum)	Type of Hair
1. Applying shampoo and treatments to chemically treated hair (i.e. permed, relaxed or coloured hair)	15	African Type Hair
2. Applying shampoo and treatments to natural hair	20	African Type Hair
3. Applying shampoo and treatments to locked hair (up to shoulder length)	30	African Type Hair
4. Cut hair only	45	Caucasian and Asian
5. Cutting hair – all looks for both treated and natural hair	30	African Type Hair
6. Blow dry and finish – above shoulders	35	Caucasian and Asian
7. Blow dry and finish – below shoulders	45	Caucasian and Asian
8. Blow dry to a finish using electric tongs – short hair	50	African Type Hair
9. Blow dry to a finish using electric tongs – long hair	60	African Type Hair
10. Styling using heated and thermal equipment only	30	African Type Hair
11. Set and dress hair – above shoulder (excluding drying)	35	Caucasian and Asian

Range of Service Times for Level 3 NVQ and Level 3 SVQ Hairdressing and Level 3 Barbering Services

Owing to the nature of many of the services in the Level 3 NVQ and Level 3 SVQ, it is not possible to set a precise time for completion. Times for critical aspects of perming services are quoted below.

Service times	Minutes (maximum)
1. Perm (winding only)	
a. piggy back	60
b. spiral	90
c. weaving	45
d. root	25
e. hopscotch	60
f. double	60

Range of Service Times for Level 3 Hairdressing (Combined Hair Types)

Owing to the nature of many of the services in the Level 3 NVQs/SVQs, it is not possible to set a precise time for completion. Times for critical aspects of various services are quoted below.

Service times	Minutes (maximum)	Type of Hair
1. Thermal pressing (straightening)	45	African Type Hair
2. Thermal styling (excluding spiral curls)	30	African Type Hair
3. Perm (winding only)		All hair types
a. piggy back	60	
b. spiral	90	
c. weaving	45	
d. root	25	
e. hopscotch	60	
f. double	60	

Appendix D4

Summary of simulated activities

Summary of where Simulated Activities may be used for Assessment of Habia Developed Units

Simulated activities may be used for the following, if naturally occurring performance evidence is not available:

Level 2	Unit G4, Fulfil salon reception duties, Outcome 4	'Methods of Payment' Range Variables: 'cash equivalent', 'cheque' and 'payment card' methods of payment.
		'Payment Discrepancies' Range Variables
		A special dispensation will continue to exist which allows the use of artificial money in HM Prisons.

Appendix D5

Areas within the Hairdressing and Barbering Level 1 NVQ for which mandatory written question papers must be developed

As a minimum requirement, Awarding Bodies are required to develop appropriate question papers to cover the areas of Essential Knowledge and Understanding listed below. For **Hairdressing and Barbering Level 1 NVQ and Hairdressing and Beauty Therapy NVQ**, these papers should be deliverable in either written or oral formats at the discretion of the assessor.

Hairdressing and Barbering Level 1 NVQ and Hairdressing and Beauty Therapy NVQ
Areas of knowledge within Hairdressing units requiring mandatory written questions

Unit Title	Knowledge Areas
Unit GH1: Shampoo and condition hair	• what is contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services • the direction in which the hair cuticle lies and its importance when disentangling wet hair • the effects of water temperature on the scalp • how shampoo and water act together to cleanse the hair • how the build up of products can affect the hair, scalp and effectiveness of other services • different types of conditioning products and their effects • the types and causes of problems that can arise when shampooing and surface conditioning hair • when and how to use rotary, effleurage and petrissage massage techniques when shampooing and conditioning different lengths of hair • importance of removing products and excess water from the hair after each service • the importance of de-tangling the hair from point to root
Unit GH2: Blow dry hair	• methods of cleaning, disinfecting and/or sterilisation used in salons • the difference between disinfection and sterilisation • the basic structure of the hair • the effects of humidity on the hair • the effects of the drying process on the hair cuticle • how the incorrect application of heat can affect the hair and scalp • why the direction of the airflow is important to achieve the desired look and avoid damage to the hair cuticle
Unit GH4: Assist with hair colouring services	• what is contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services • why it is important to use personal protective equipment • the importance of thoroughly rinsing products • the importance of emulsifying permanent colouring products as part of the removal process • the types and causes of problems that may occur when removing colouring products and materials from the hair
Unit GH5: Assist with	• what is contact dermatitis and how to avoid contracting it whilst carrying out

Unit Title	Knowledge Areas
perming services	hairdressing services • why it is important to use personal protective equipment • the role and importance of neutralisers in perming process • the importance of accurate timing when neutralising perms • the importance of thoroughly rinsing neutralisers • what might happen if the correct neutralising agent is not applied • the types and causes of problems that may occur when neutralising perms
Unit GH6: Plait and twist hair using basic techniques	• the potential consequences of excessive tension on the hair • what is traction alopecia • how to identify the signs of traction alopecia
Unit GH7: Remove hair extensions	• what is contact dermatitis and how to avoid contracting it whilst carrying out hair extension removal services • why it is important to use personal protective equipment • the average rate of hair growth • the potential consequences of excessive tension on the hair • how to identify the signs of traction alopecia • how wearing extensions beyond their recommended time period can affect the removal process
Unit GB1: Assist with shaving services	• why it is important to use personal protective equipment • the effect of hot and cold towels on the skin and hair • the importance of lathering and its effect on skin and hair • the function of effleurage and petrissage massage techniques when lathering • why timing is critical to the shaving service
Unit Title	Knowledge Areas
Unit B1: Prepare and maintain salon treatment work areas	• your responsibilities under relevant health and safety legislation • the importance of the correct storage of client records in relation to the Data Protection Act • why it is important to maintain standards of general hygiene and the principles of avoiding cross-infection • the different types of sterilising equipment and products available • the differences between sterilisation and disinfection • the different types of chemicals used for disinfection • how to dispose of waste materials and products from the treatments in the range
Unit B2: Assist with facial skin care treatments	• the types of facial products in the range and how to use them • the types of conditions and disorders that may restrict the treatment, why and how to recognise them (eg cold sores, conjunctivitis, eczema, psoriasis, cuts, abrasions, redness, swelling, skin irritation) • the basic structure of the skin (epidermis, dermis) • the basic function of the skin (protection, temperature control and sensitivity) • the skin characteristics and skin types of different ethnic client groups • how to recognise the different skin types within the range • the reasons for cleansing, toning, mask application and moisturising • the benefits of cleansing, toning, mask application and moisturising • the contra-actions that could occur during facial treatments and what action to take

Unit Title	Knowledge Areas
Unit B3: Assist with day make-up	• the basic structure of the skin (ie epidermis, dermis) • the basic function of the skin (ie protection, temperature control, sensitivity) • how to recognise the skin types listed in the range • the skin characteristics and skin types of different ethnic client age groups • how to recognise the following basic skin conditions: sensitive, comedone, milia, dehydrated, broken capillaries, pustules, papules, open pores, dark circles • the types of conditions and disorders that may contra-indicate the treatment and why (eg cold sores, conjunctivitis, , , open cuts andabrasions, , swelling, skin irritation) and how to recognise them • the types of conditions and disorders that may restrict the treatment and why (eg healed eczema and psoriasis, redness, bruising, skin irritation) and how to recognise them • possible contra-actions which may occur during the make-up treatment and how to deal with them (eg excessive perspiration, adverse skin reactions, watery eyes, excessive erythema)
Unit N1: Assist with nail services	• the types of conditions and disorders that may contra-indicate the service and why (eg fungal, viral, bacterial and parasitic infections to the skin and nails, severe dermatitis, eczema and psoriasis, unknown swelling or redness) and how to recognise them • the types of conditions and disorders that may restrict the service and why (eg cuts, abrasions, bruising) and how to recognise them • the structure of the nail unit (including matrix, nail plate, nail bed, cuticle, free edge) • the basic structure of the skin (including epidermis and dermis) • the different types of nail and skin products • the uses of different types of products for nails and skin • the effects on the nails of incorrect use of nail service tools • the contra-actions that could occur after nail services and what advice to give to clients

Hairdressing Level 2 NVQ : Areas of Knowledge within Hairdressing Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas
Unit G7: Advise and consult with clients	- why it is important to identify factors that may limit or affect services and products which can be used - how lifestyle; adverse hair, skin and scalp conditions; incompatibility of previous services and products used, limit or affect the services and products that can be offered to clients - the indications of suspected infections and infestations and disorders visible to the naked eye - how and when tests are carried out on hair - the importance of carrying out tests and the potential consequences of failing to do so - the basic structure of hair and skin - the growth cycle of hair - the characteristics of different hair types and textures - the general factors that contribute to healthy hair (e.g. health, environment, chemicals) - the likely causes of adverse hair and scalp conditions visible to the naked eye
Unit GH8: Shampoo, condition and treat the hair and scalp	- what is contact dermatitis and how to avoid contracting it whilst carrying out shampooing and conditioning services - the direction in which the hair cuticle lies and its importance when disentangling wet hair - how to identify hair and scalp conditions and their causes (i.e. chemically damaged hair, heat damaged hair, environmentally damaged hair, dandruff affected scalp, oily scalp, dry scalp, product build up on hair and scalp) - how shampoo and water act together to cleanse the hair - how the pH value of the products used affects the current state of the hair - the effects of water temperature on the scalp and structure of the hair - how the 'build up' of products can affect the hair, scalp and the effectiveness of other services - how the formulations of shampoos and conditioning products vary to suit different hair conditions - how heat affects the hair during the conditioning treatment - how shampoos and conditioning products affect the hair and scalp - the purpose and benefits of scalp massage - when and how to use shampoos and conditioning products to treat the hair and scalp conditions in the range - what may happen if the incorrect shampooing and conditioning products are used - when and how rotary and effleurage massage techniques should be used when shampooing different lengths and densities of hair - when and how effleurage, petrissage and tapotement massage techniques should be used when conditioning different lengths and densities of hair

Unit Title	Knowledge Areas
Unit GH9: Change hair colour	• what is contact dermatitis and how to avoid contracting it whilst carrying out colouring services • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • the legal significance of client questioning and the recording of the client's responses to questioning • the types and purposes of tests • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence the colouring and lightening service • potential consequences of failing to carry out tests • the courses of action to take in the event of adverse reactions to tests (e.g. what type of reactions you must report to other, more senior people) • why it is important to record test results • the principles of colour selection, including the International Colour Chart (ICC) • how the natural pigment within hair affects the choice of colour and colouring products and the possible need to pre-lighten • the effect of different colouring and lightening products on the hair structure • how the different strengths of hydrogen peroxide influence colouring and lightening • how porosity levels can affect the choice and application of products and the results of the colouring process • how the factors in the range can affect your choice of colouring and lightening products and application techniques • effects of temperature on the application and development of colouring and lightening products • how to dilute hydrogen peroxide to form different strengths of solutions • the importance of restoring the hair's pH balance after the colouring and lightening process • why it is important to avoid disturbing areas still processing when removing products from developed areas • why it is important to emulsify colour prior to removal • why it is important to leave the hair and scalp free of colouring and lightening products. • how and why the contra-indications in the range can affect the delivery of colouring services to clients • when to use the different types of lighteners and toners available • the types and causes of colouring and lightening problems that may occur during processing (e.g. skin staining, deterioration of hair condition and product seepage) • ways of resolving simple colouring and lightening problems that may occur during processing • the potential risks of using lightening products on previously chemically treated hair

Unit Title	Knowledge Areas
Unit GH10: Style and finish hair	- the effects of humidity on hair - the physical effects of the blow drying, finger drying and heated styling processes on the hair structure - how the incorrect application of heat can affect the hair and scalp - why hair should be allowed to cool prior to finishing - why hair should be kept damp during the blow drying and finger drying processes - how heat protectors act to protect the hair
Unit GH11: Set and dress hair	- the effects of humidity on hair - the physical effects of setting on the hair structure - how the incorrect application of heat can affect the hair and scalp - why hair should be allowed to cool prior to dressing - why hair should be kept damp during the setting process - how heat protectors act to protect the hair
Unit GH13: Plait and twist hair	- the importance of sectioning hair accurately when plaiting and twisting - the potential consequences of excessive tension on the hair - what is traction alopecia - how to identify the signs of traction alopecia - the physical effects on the hair structure of plaiting and twisting

Unit Title	Knowledge Areas
Unit GH14: Perm and neutralise hair	- what is contact dermatitis and how to avoid contracting it whilst carrying out perming services - why it is important to use personal protective equipment - the types and purposes of tests - when and how tests should be carried out and the expected results - how the results of tests can influence the perming service - potential consequences of failing to test - the courses of action to take in the event of adverse reactions to tests - why it is important to record test results - the effects of perm lotions and neutralisers on the hair structure - how temperature affects the perming process - the importance of accurate timing and thorough rinsing of products - the importance and effects of restoring the hair's pH balance after the perming and neutralising process - the importance of considering water temperature during the neutralising process - how the factors in the range can affect your choice of perming and neutralising products - how and why the contra-indications in the range can affect the delivery of perming services - when and why it is important to use pre-perm treatments - the different types and uses of available perm lotions and neutralisers - the types and uses of post-perm conditioners - when to use the types of sectioning techniques listed in the range and why - the factors that influence the use of different sized perm rods - method of checking curl development - methods of application of perming lotions and neutralising agents - types and causes of problems that can occur during the perming and neutralising processes - methods of resolving perming problems.

Unit Title	Knowledge Areas
Unit GH15: Attach hair to enhance a style	• what is contact dermatitis and how to avoid contracting it whilst carrying out hair attachment services • why it is important to use personal protective equipment • the importance of questioning clients to establish any contra-indications to hairdressing services • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence all aspects of the service • potential consequences of failing to carry out tests • the courses of action to take in the event of adverse reactions to tests (e.g. what type of reactions you must report to other, more senior people) • why it is important to record test results • the factors that must be taken into consideration prior to attaching pieces of hair (e.g. hair density, hair, scalp and skin disorders, etc.) • the average rate of hair growth • the potential consequences of excessive tension on the hair • how to identify the signs of traction alopecia • how the contra-indications in the range can affect the provision of the service (e.g. hair loss and excessive thinning, eczema, psoriasis, allergies etc.) • why it is important to maintain a correct and even tension when attaching hair • how the attachment systems in the range secure added hair into the client's hair • the advantages and disadvantages of the methods of attachment in the range

Barbering Level 2 NVQ: Areas of Knowledge within Barbering Units Requiring Mandatory Written Questions

Unit Title	Area of Knowledge
Unit G7: Advise and consult with clients	• why it is important to identify factors that may limit or affect services and products which can be used • how lifestyle; adverse hair, skin and scalp conditions; incompatibility of previous services and products used, limit or affect the services and products that can be offered to clients • the indications of suspected infections and infestations and disorders visible to the naked eye • how and when tests are carried out on hair • the importance of carrying out tests and the potential consequences of failing to do so • the basic structure of hair and skin • the growth cycle of hair • the characteristics of different hair types and textures • the general factors that contribute to healthy hair (e.g. health, environment, chemicals) • the likely causes of adverse hair and scalp conditions visible to the naked eye
Unit GB2: Change men's hair colour	• why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • the legal significance of client questioning and the recording of client's responses to questioning • the types and purposes of tests • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence the colouring and lightening service • potential consequences of failing to carry out tests • the courses of action to take in the event of adverse reactions to tests (e.g. what type of reactions you must report to other, more senior people) • why it is important to record test results • the principles of colour selection, including the International Colour Chart (ICC) • how the natural pigment within hair affects the choice of colour and colouring products and the possible need to pre-lighten • the effect of different colouring and lightening products on the hair structure • how the different strengths of hydrogen peroxide influence colouring and lightening • how porosity levels can affect the choice and application of products and the results of the colouring process • how the factors in the range can affect your choice of colouring and lightening products and application techniques • effects of temperature on the application and development of colouring and lightening products • how to dilute hydrogen peroxide to form different strengths of solutions • the importance of restoring the hair's pH balance after the colouring and lightening process • why it is important to avoid disturbing areas still processing when removing

Unit Title	Area of Knowledge
	products from developed areas • why it is important to emulsify colour prior to removal • why it is important to leave the hair and scalp free of colouring and lightening products. • how and why the contra-indications in the range can affect the delivery of colouring services to clients • when to use the different types of lighteners and toners available • the types and causes of colouring and lightening problems that may occur during processing (eg skin staining, deterioration of hair condition and product seepage) • ways of resolving simple colouring and lightening problems that may occur during processing • the potential risks of using lightening products on previously chemically treated hair
Unit GB5: Dry and finish hair for men	• the effects of humidity on hair • the physical effects of heated styling equipment on the hair structure • how the incorrect application of heat can affect the hair and scalp • why hair should be allowed to cool prior to finishing • why hair should be kept damp before drying • how heat protectors act to protect the hair • why the direction of the air flow when drying is important to achieve the desired look
Unit GH8: Shampoo, condition and treat the hair and scalp	• what is contact dermatitis and how to avoid contracting it whilst carrying out shampooing and conditioning services • the direction in which the hair cuticle lies and its importance when disentangling wet hair • how to identify hair and scalp conditions and their causes (ie chemically damaged hair, heat damaged hair, environmentally damaged hair, dandruff affected scalp, oily scalp, dry scalp, product build up on hair and scalp) • how shampoo and water act together to cleanse the hair • how the pH value of the products used affects the current state of the hair • the effects of water temperature on the scalp and structure of the hair • how the 'build up' of products can affect the hair, scalp and the effectiveness of other services • how the formulations of shampoos and conditioning products vary to suit different hair conditions • how heat affects the hair during the conditioning treatment • how shampoos and conditioning products affect the hair and scalp • the purpose and benefits of scalp massage • when and how to use shampoos and conditioning products to treat the hair and scalp conditions in the range • what may happen if the incorrect shampooing and conditioning products are used • when and how rotary and effleurage massage techniques should be used when shampooing different lengths and densities of hair • when and how effleurage, petrissage and tapotement massage techniques should be used when conditioning different lengths and densities of hair

Unit Title	Area of Knowledge
Unit GH14: Perm and neutralise hair	- what is contact dermatitis and how to avoid contracting it whilst carrying out perming services - why it is important to use personal protective equipment - the types and purposes of tests - when and how tests should be carried out and the expected results - how the results of tests can influence the perming service - potential consequences of failing to test - the courses of action to take in the event of adverse reactions to tests - why it is important to record test results - the effects of perm lotions and neutralisers on the hair structure - how temperature affects the perming process - the importance of accurate timing and thorough rinsing of products - the importance and effects of restoring the hair's pH balance after the perming and neutralising process - the importance of considering water temperature during the neutralising process - how the factors in the range can affect your choice of perming and neutralising products - how and why the contra-indications in the range can affect the delivery of perming services. - when and why it is important to use pre-perm treatments - the different types and uses of available perm lotions and neutralisers - the types and uses of post-perm conditioners - when to use the types of sectioning techniques listed in the range and why - the factors that influence the use of different sized perm rods - method of checking curl development - methods of application of perming lotions and neutralising agents - types and causes of problems that can occur during the perming and neutralising processes - methods of resolving perming problems

Hairdressing Level 2 NVQ: Areas of Knowledge within Hairdressing Combined African Type Hair
Units Requiring Mandatory Written Questions

Unit Title	Area of Knowledge
Unit G15	• why it is important to identify factors that may limit or affect services and products which can be used • how lifestyle; adverse hair, skin and scalp conditions; incompatibility of previous services and products used, limit or affect the services and products that can be offered to clients • the indications of suspected infections and infestations and disorders visible to the naked eye • how and when tests are carried out on hair • the importance of carrying out tests and the potential consequences of failing to do so • the basic structure of hair and skin • the growth cycle of hair • the characteristics and structure of the different types and textures of African hair • the general factors that contribute to healthy hair (e.g. health, environmental, chemicals) • the likely causes of adverse hair and scalp conditions visible to the naked eye
Unit AH6: Shampoo and Treat Hair and Scalp for African Type Hair	• what is contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services • the direction in which the hair cuticle lies and its importance when disentangling wet hair • how shampoo and water act together to cleanse the hair • how the pH value of the products used affects the current state of the hair • the effects of water temperature on the scalp and structure of the hair • how the 'build up' of products can affect the hair, scalp and the effectiveness of other services • how the formulations of shampoos, conditioners and treatments vary to suit different hair conditions • when and how to use shampoos, conditioning and treatment products to treat the hair and scalp conditions in the range • what may happen if the incorrect shampooing and treatment product is used • when and how rotary, effleurage and friction massage techniques should be used when shampooing different lengths and densities of hair • when and how effleurage and petrissage massage techniques should be used when conditioning and treating different lengths and densities of hair • the importance of de-tangling the hair from point to root • how to identify scalp conditions and their cause (i.e. dandruff affected, product build-up, traction alopecia, psoriasis)

Unit Title	Area of Knowledge
	• how heat affects the hair during the conditioning treatment • how the conditioning treatments in the range affect the structure of the hair • the different coil patterns of African type hair and how this affects how the hair is handled and worked upon during shampooing and treatment processes • the circumstances when hair should not be combed through after shampooing and conditioning treatments
Unit AH7 Style and Finishing African Type Hair	• the effects of humidity on hair • the physical effects of the blow drying and thermal styling processes on the hair structure • how the incorrect application of heat can affect the hair and scalp • why hair should be allowed to cool prior to finishing • why hair should be kept moist during the blow drying process • why white hair needs to be treated differently when thermal styling • why it is important to continually check the temperature of thermal equipment
Unit AH10	• the importance of questioning clients to establish any contra-indications to perming and relaxing services • why it is important to record client responses to questioning • the legal significance of client questioning and the recording of client's responses to questioning • the importance of conducting a thorough analysis • the types and purposes of tests • when and how tests should be carried out and the expected results • how the results of tests can influence the relaxing service • potential consequences of failing to test • the courses of action to take in the event of adverse reactions to tests (e.g. the types of reactions you need to report to another , more senior person) • why it is important to record test results • the effects and potential effects of relaxing products on the hair structure • the effect of relaxer pre-treatments on the hair structure and why they should be used • The effect of post-treatments on the hair structure and why they should be used • the effect of relaxers on white hair • the active ingredients in relaxing products • the pH value of relaxing products • the importance and effects of restoring the hair's pH balance after the relaxing process • the effects and possible effects of temperature on relaxing products • the difference between sodium and non-sodium relaxing products • why accurate timing and thorough rinsing of products form

Unit Title	Area of Knowledge
Unit GH9: Change hair colour	- what is contact dermatitis and how to avoid contracting it whilst carrying out colouring services - why it is important to use personal protective equipment - the dangers associated with the inhalation of powder lighteners - the legal significance of client questioning and the recording of the client's responses to questioning - the types and purposes of tests - the importance of following manufacturers' instructions for skin testing - when and how tests should be carried out and the expected results - how the results of tests can influence the colouring and lightening service - potential consequences of failing to carry out tests - the courses of action to take in the event of adverse reactions to tests (e.g. what type of reactions you must report to other, more senior people) - why it is important to record test results - the principles of colour selection, including the International Colour Chart (ICC) - how the natural pigment within hair affects the choice of colour and colouring products and the possible need to pre-lighten - the effect of different colouring and lightening products on the hair structure - how the different strengths of hydrogen peroxide influence colouring and lightening - how porosity levels can affect the choice and application of products and the results of the colouring process - how the factors in the range can affect your choice of colouring and lightening products and application techniques - effects of temperature on the application and development of colouring and lightening products - how to dilute hydrogen peroxide to form different strengths of solutions - the importance of restoring the hair's pH balance after the colouring and lightening process - why it is important to avoid disturbing areas still processing when removing products from developed areas - why it is important to emulsify colour prior to removal - why it is important to leave the hair and scalp free of colouring and lightening products. - how and why the contra-indications in the range can affect the delivery of colouring services to clients - when to use the different types of lighteners and toners available - the types and causes of colouring and lightening problems that may occur during processing (e.g. skin staining, deterioration of hair condition and product seepage) - ways of resolving simple colouring and lightening problems that may occur during processing

Unit Title	Area of Knowledge
	• the potential risks of using lightening products on previously chemically treated hair
Unit GH10: Style and finish hair	• the effects of humidity on hair • the physical effects of the blow drying, finger drying and heated styling processes on the hair structure • how the incorrect application of heat can affect the hair and scalp • why hair should be allowed to cool prior to finishing • why hair should be kept damp during the blow drying and finger drying processes • how heat protectors act to protect the hair
Unit GH11: Set and dress hair	• the effects of humidity on hair • the physical effects of setting on the hair structure • how the incorrect application of heat can affect the hair and scalp • why hair should be allowed to cool prior to dressing • why hair should be kept damp during the setting process • how heat protectors act to protect the hair
Unit AH17 Attach Hair to Enhance a Style	• the importance of questioning clients to establish any contra-indications to hairdressing services • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the factors that must be taken in consideration prior to attaching pieces of hair (e.g., hair density, hair and skin disorders, etc.) • the average rate of hair growth • the potential consequences of excessive tension on the hair • how to identify the signs of traction alopecia • the potential effects on the client's hair of wearing additional hair over a long period of time • how the contra-indications in the range secure can affect the attachment of hair services • how the attachment techniques in the range secure added hair into the client's hair • the advantages and disadvantages of the methods of attachment in the range • why it is important to maintain a correct and even tension when attaching hair
Unit AH18	• the importance of questioning clients to establish any contra-indications to perming and relaxing services • why it is important to record client responses to questioning • the legal significance of client questioning and the recording of client's responses to questioning • the importance of conducting a thorough analysis • the types and purposes of tests • when and how tests should be carried out and the expected results • how the results of tests can influence the perming service

Unit Title	Area of Knowledge
	• potential consequences of failing to test • the courses of action to take in the event of adverse reactions to tests (e.g. the types of reactions you need to report to another, more senior person) • why it is important to record test results • the effects of chemical re-arrangers, perm lotions and neutralisers on the hair structure • the active ingredients in perming and neutralising products • why and when chemical re-arranging of hair structure is necessary • how temperature affects the perming process • the importance of accurate timing and thorough rinsing of products • the importance and effects of restoring the hair's pH balance after the perming and neutralising processes • the importance of considering water temperature during he rinsing process • how to recognise Trichorrhexis Nodosa and how to deal with this condition • how the factors in the range can affect your choice of perming and neutralising products • the effect of hydrogen peroxide based neutralisers on dark hair • the effect of overlapping products on the previously chemically treated hair • why previously relaxed hair should not be permed • how and why the contra-indications in the range can affect the delivery of perming services to clients • the difference between African and Caucasian hair type structures • when and why it is important to use pre and or post perm treatments • the factors that influence the use of different sized perm implements
Unit GH14: Perm and neutralise hair	• • what is contact dermatitis and how to avoid contracting it whilst carrying out perming services • why it is important to use personal protective equipment • the types and purposes of tests • when and how tests should be carried out and the expected results • how the results of tests can influence the perming service • potential consequences of failing to test • the courses of action to take in the event of adverse reactions to tests • why it is important to record test results • the effects of perm lotions and neutralisers on the hair structure • how temperature affects the perming process • the importance of accurate timing and thorough rinsing of products • the importance and effects of restoring the hair's pH balance after the perming and neutralising process • the importance of considering water temperature during the neutralising process

Unit Title	Area of Knowledge
	• how the factors in the range can affect your choice of perming and neutralising products • how and why the contra-indications in the range can affect the delivery of perming services. • when and why it is important to use pre-perm treatments • the different types and uses of available perm lotions and neutralisers • the types and uses of post-perm conditioners • when to use the types of sectioning techniques listed in the range and why • the factors that influence the use of different sized perm rods • method of checking curl development • methods of application of perming lotions and neutralising agents • types and causes of problems that can occur during the perming and neutralising processes • methods of resolving perming problems

Hairdressing Level 3 NVQ: Areas of Knowledge within Hairdressing Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas

Unit G21: Provide hairdressing consultation services	• the basic structure of hair and skin
	• the growth cycle of hair
	• the characteristics of different hair types and textures
	• the general factors that contribute to healthy hair (e.g. health, environment, chemicals)
	• why it is important to identify factors that may limit or affect services and products which can be used
	• how the following factors limit or affect the services and products that can be offered to clients:
	  – lifestyle
	  – adverse hair, skin and scalp conditions
	  – incompatibility of previous services and products
	    used
	• how to visually recognise indications of ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice
	• the likely causes of various adverse hair, skin and scalp conditions (i.e. ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice)
	• which hair, scalp conditions and disorders should be referred to a pharmacist, general practitioner or registered trichologist and why
	• the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist
	• the importance of carrying out tests and the potential consequences of failing to do so
	• how and when tests are carried out on hair and skin
	• how the use of excessive heat can damage the hair

Unit GH17: Colour hair using a variety of techniques	• what is contact dermatitis and how to avoid contracting it whilst carrying out colouring and lightening services • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • how to use lighteners safely • the precautions that must be taken when handling powder lighteners • the importance of questioning clients to establish any contra-indications to the colouring and lightening service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests for colouring and lightening services • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence the colouring and lightening service • potential consequences of failing to carry out tests • the importance of constantly monitoring the development of lightener • the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (i.e. when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary)

Unit Title	Knowledge Areas
	• why it is important to accurately record test results
	• the principles of colour selection, including the International Colour Chart (ICC)
	• what is meant by the term 'oxidation'
	• how the type and distribution of melanin creates natural hair colour
	• the effects of light and artificial lighting on the appearance of hair colour
	• how the natural pigmentation of hair affects the colouring and lightening process
	• the reasons for pre-lightening
	• the effects on the hair of different colouring products and lighteners
	• how the different strengths of hydrogen peroxide affect the colouring and lightening of the hair
	• effects of temperature on the application and development of colouring products and lighteners
	• how to dilute hydrogen peroxide to form different strengths of solutions
	• the pH values of different colouring products and lighteners
	• the importance of restoring the hair's pH balance after the colouring or lightening process
	• why it is important to leave the hair and scalp free of colouring products and lighteners
	• the reasons for pre-softening and pre-pigmenting hair
	• what makes hair resistant to artificial colour
	• how and why the contra-indications in the range can affect the delivery of the colouring service to clients
	• the types and causes of colouring and lightening problems and how to rectify them (e.g. over and under processing, overlapping, skin staining, deterioration of hair condition, uneven results and product seepage)
	• how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage
	• how and why to restore depth and tone of colour
	• how and why to neutralise colour tone
	• how and why to adapt the sequence of application to take account of the relevant factors in the range
	• the potential problems of using colouring products and lighteners on previously chemically treated hair
	• methods of pre-softening and pre-pigmenting hair
Unit GH18: Provide colour correction services	• what is contact dermatitis and how to avoid contracting it whilst carrying out colour correction services
	• why it is important to use personal protective equipment
	• the dangers associated with the inhalation of powder lighteners
	• how to use lighteners safely
	• the precautions that must be taken when handling powder lighteners
	• the importance of questioning clients to establish any contra-indications to the colour correction service
	• why it is important to record client responses to questioning
	• the legal significance of client questioning and of recording the client's responses
	• the types and purposes of tests in the range
	• the importance of following manufacturers' instructions for skin testing
	• when and how tests should be carried out and the expected results

Unit Title	Knowledge Areas
	- how the results of tests can influence the colour correction service - the potential consequences of failing to carry out tests - the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (ie when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) - why it is important to record test results - the principles of colour selection, including the International Colour Chart (ICC) - the principles of colour correction - how the type and distribution of melanin creates natural hair colour - the effects of light and artificial lighting on the appearance of hair colour - the effects on the hair of different colour correction products - what is meant by the term 'oxidation' - how oxidation agents affect the natural and artificial colour pigments - how the different strengths of hydrogen peroxide affect colouring and lightening - the reasons for pre-softening and pre-pigmenting hair - effects of temperature on the application and development of colour correction products - how to dilute hydrogen peroxide to form different strengths of solutions - the pH values of differing colouring products and lighteners - the importance of restoring the hair's pH balance after the colour correction process - why it is important to avoid disturbing areas still processing when removing products from developed areas - why it is important to leave the hair and scalp free of colour correction products - how and why the contra-indications in the range can affect the delivery of the colour correction service - the importance of sectioning hair accurately for the colour correction service - methods of pre-softening and pre-pigmenting hair - methods of applying and removing colour correction products - how to remove artificial colour - how to remove bands of colour - how to re-colour hair previously treated with lighteners using pre-pigmentation and permanent colour - how to re-colour hair that has had artificial colour removed - how to correct highlights and lowlights whilst retaining a highlight and lowlight effect - how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage - the types and causes of colour correction problems that may occur during processing and how to rectify them (e.g. over and under processing, skin staining, deterioration of hair condition, scalp sensitivity and product seepage) - the potential problems of using colour correction products on previously chemically treated hair
Unit GH22: Create a variety of permed effects	- what is contact dermatitis and how to avoid contracting it whilst carrying out perming services - why it is important to use personal protective equipment - the importance of questioning clients to establish any contra-indications to

Unit Title	Knowledge Areas
	the perming service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests used for perming services • when and how tests should be carried out and the expected results • how the results of tests can influence the perming service • potential consequences of failing to test • the courses of action to take in the event of adverse reactions to tests • why it is important to record test results • the effects of perming products and neutralisers on the molecular structure of the hair • how hair that has been sensitised from previous treatments and heat damage reacts to the application of perming products • when to use different types and strengths of perming products • how the chemical composition of perming products varies and how this affects your choice for use on different hair types • the effect of pre-perm and post-perm treatments on the hair structure • how temperature affects the achievement of the permed effects • why heat should not be used on sensitised hair • the importance and effects of restoring the hair's pH balance after the perming process • why the accurate timing and thorough rinsing of products is necessary • types and causes of problems that can occur during the perming and neutralising processes for the hair type on which you are working and how to rectify them
Unit GH23: Provide creative hair extension services	• what is contact dermatitis and how to avoid contracting it whilst carrying out hair attachment services • why it is important to use personal protective equipment • the importance of questioning clients to establish any contra-indications to hairdressing services • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests in the range • the importance of following manufacturers' instructions for testing • the methods of and reasons for conducting pull tests • when and how tests should be carried out and the expected results • how the results of tests can influence all aspects of the service • the potential consequences of failing to carry out tests • the courses of action to take in the event of adverse reactions to tests and when the contra-indications in the range are encountered (i.e. when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • why it is important to record test results • the factors that must be taken into consideration prior to adding hair extensions (e.g. hair density, hair and skin disorders, etc.) • the average rate of hair growth • the potential consequences of excessive tension on the hair • how to identify the signs of traction alopecia

Unit Title	Knowledge Areas
	• the potential effects on the client's hair of wearing extensions over a long period of time • how the contra-indications in the range can affect the delivery of hair extension services to clients • how the attachment systems in the range can affect the way extensions are added and cut • how the attachment systems in the range secure added hair into the client's hair • the advantages and disadvantages of the different methods of attachment • why it is important to maintain a correct and even tension when adding hair extensions • how to remove hot and cold hair attachment systems • the types of problems that can occur when adding hair extensions and how to remedy them • the courses of action to take in the advent of the presence of the contra-indications in the range (i.e. when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • the types of products to use when removing hot and cold hair extensions • the types of styling and finishing techniques that can and cannot be used with hair extensions and why
Unit GH24 Provide Specialist Consultation Services for Hair and Scalp Conditions	• the structure and function of the cell • the structure and function of the skin i.e. epidermis, dermis, appendages, subcutaneous layer and nerve endings • the structure and functions of the hair • the hair growth cycle and how this influences present and future treatments • the different hair types e.g. vellus, terminal, lanugo • the reasons for normal and abnormal hair growth i.e. topical, conginetal, systemic • the general factors that contribute to healthy hair and scalp e.g. nutrition, general health, environment, chemicals • the effect of the ageing process on the hair and skin • how to recognise treatable hair and scalp conditions, e.g. dry, oily and sensitised scalp, scaling scalp, pityriasis capitas, chemical, physical and environmental damage, diffuse hair loss • how other signs and symptoms can give an indication of the cause of the problem and confirm the required course of action e.g. pitted nails, weight loss and lethargy • the types and purposes of tests e.g. porosity, elasticity, incompatibility • when and how tests should be carried out and the importance of recording test results • the importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice • the importance of gathering relevant previous, current and ongoing medical and medication information that may affect the treatment • those contra-indications which may prevent treatment and why e.g. infectious or contagious conditions, open cuts, recent scarring and abrasions, any medical condition requiring specialist or general practitioner approval etc • those contra-indications which restrict or where caution should be taken in specific areas and why e.g. epilepsy, diabetes, high and low blood pressure,

Unit Title	Knowledge Areas
	pregnancy, product allergies, skin sensitivity and metal braces and jewellery in the treatment area etc • the types of hair and scalp conditions that should be referred to a Pharmacist, General Practitioner or registered Trichologist and why
Unit GH25 Provide Specialist Hair and Scalp Treatments	• the structure, function and action of muscles within the treatment area • the position of the primary bones within the treatment area • the basic principles of the endocrine system and how this impacts on the hair and scalp • the structure and function of the circulatory system and how this impacts on the hair and scalp • the structure and function of the lymphatic system and how this impacts on the hair and scalp • the structure and function of the nervous system and how this impacts on the hair and scalp • the different effects and benefits of massage techniques in the range • the different effects and benefits of tools and equipment in the range • the use and limitations of hair and scalp products, tools and equipment • possible contra-actions which may occur during and post treatment and how to deal with them e.g. allergic reactions, fainting, feeling light headed

Barbering Level 3 NVQ: Areas of Knowledge within Barbering Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas

Unit G21: Provide hairdressing consultation services	- the basic structure of hair and skin - the growth cycle of hair - the characteristics of different hair types and textures - the general factors that contribute to healthy hair (eg health, environment, chemicals) - why it is important to identify factors that may limit or affect services and products which can be used - how the following factors limit or affect the services and products that can be offered to clients:
	    lifestyle
	    adverse hair, skin and scalp conditions
	    incompatibility of previous services and products
	    used - how to visually recognise indications of ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice - the likely causes of various adverse hair, skin and scalp conditions (i.e. ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice) - which hair, scalp conditions and disorders should be referred to a pharmacist, general practitioner or registered trichologist and why - the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist - the importance of carrying out tests and the potential consequences of failing to do so - how and when tests are carried out on hair and skin - how the use of excessive heat can damage the hair

Unit GB6: Provide shaving services	- the factors that must be taken into consideration prior to and during the shaving service, (eg suspected infections, infestations, hair growth patterns, facial piercing, skin disorders, unusual facial features) and why - the scalp and facial skin disorders commonly affecting men and how to recognise them - the importance of lathering and the function it performs on the skin and the hair - the effect of heat on the hair and skin - the potential risk of ingrowing hair resulting from continual close shaving - the types of open blade razors with disposable blades available for professional use - when not to carry out shaving - when and why it is necessary to reduce beard length prior to shaving - why skin needs to be tensioned during shaving - the importance of adapting shaving techniques in relation to the direction of hair growth - when and why to use brush and massage techniques to apply lathering products - the reasons for and effects of using cool towels after shaving

Unit Title	Knowledge Areas
	• problems which may arise during the shaving process (eg shaving hair too close, damage to your client's and your own skin) and ways of resolving such problems • when and why to use sponge shaving • the importance of working in a way which maintains the right skin temperature throughout the shaving process • why cold towels should not be used if the face is to be massaged
Unit GB7: Design and create a range of facial hair shapes	• the factors that must be taken into consideration prior to cutting facial hair (e.g. suspected infections, suspected infestations, hair style, hair density, head and face shape, hair growth patterns, facial piercing, adverse skin conditions, facial contours, client's wishes and lifestyle) • the average rate of hair growth • the potential risk of ingrowing hair resulting from continual cutting of curly hair • how facial hair and skin should be prepared prior to cutting (eg cleansing, detangling) • the types of problems that can occur when cutting facial hair and ways in which they can be remedied, if possible
Unit GB8: Creatively cut hair using a combination of barbering techniques	• the factors that must be taken into consideration prior to and during cutting (e.g. hair and scalp disorders, presence of male pattern baldness, etc.) • the average rate of hair growth • the potential risk of ingrowing hair resulting from the continual close cutting of curly hair • the known causes of male pattern baldness • the typical patterns of male pattern baldness • the importance of applying the correct degree of tension to the hair when cutting • the types of problems that can commonly arise when cutting men's hair and ways in which they can be remedied, if possible
Unit GB9: Provide face massage services	• what is contact dermatitis and how to avoid contracting it whilst carrying out face massage services • how and why massage techniques should vary on the different areas of the face • the types of reaction that can occur during the massage service and how to remedy them • the structure and function of the skin (i.e. epidermis, dermis, subcutaneous layer, nerve endings) • the position and actions of the facial muscles (i.e. frontalis, corrugator, temporalis, orbicularis oculi, procerus, nasalis, quadratus labii superioris, orbicularis oris, buccinator, risorius, mentalis, zygomaticus, masseter) • the names and positions of the facial bones (i.e. zygomatic, mandible, maxillae, nasal, vomer, turbinate, lachrymal, palatine) • how to recognise skin types and conditions that may affect the massage service (i.e. sensitive, comedone, milia, dehydrated, broken capillaries, mature, pustules, papules, open pores, hyper pigmentation, hypo pigmentation, dermatosis papulosa nigra, pseudo folliculitis, keloids, ingrowing hair) • how the natural ageing process affects facial skin and muscle tone

Unit Title	Knowledge Areas
	• how environmental and lifestyle factors affect the condition of the skin • the function of blood and lymph and their roles in improving skin and muscle tone • how massage affects blood flow and pulse rate • the principles of lymph circulation and how massage affects the circulation of lymph
Unit GH17: Colour hair using a variety of techniques	• what is contact dermatitis and how to avoid contracting it whilst carrying out colouring and lightening services • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • how to use lighteners safely • the precautions that must be taken when handling powder lighteners • the importance of questioning clients to establish any contra-indications to the colouring and lightening service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests for colouring and lightening services • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence the colouring and lightening service • potential consequences of failing to carry out tests • the importance of constantly monitoring the development of lightener • the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (i.e. when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • why it is important to accurately record test results • the principles of colour selection, including the International Colour Chart (ICC) • what is meant by the term 'oxidation' • how the type and distribution of melanin creates natural hair colour • the effects of light and artificial lighting on the appearance of hair colour • how the natural pigmentation of hair affects the colouring and lightening process • the reasons for pre-lightening • the effects on the hair of different colouring products and lighteners • how the different strengths of hydrogen peroxide affect the colouring and lightening of the hair • effects of temperature on the application and development of colouring products and lighteners • how to dilute hydrogen peroxide to form different strengths of solutions • the pH values of different colouring products and lighteners • the importance of restoring the hair's pH balance after the colouring or lightening process • why it is important to leave the hair and scalp free of colouring products and lighteners • the reasons for pre-softening and pre-pigmenting hair • what makes hair resistant to artificial colour • how and why the contra-indications in the range can affect the delivery of the colouring service to clients • the types and causes of colouring and lightening problems and how to rectify them (e.g. over and under processing, overlapping, skin staining, deterioration of hair condition, uneven results and product seepage)

Unit Title	Knowledge Areas
	• how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage • how and why to restore depth and tone of colour • how and why to neutralise colour tone • how and why to adapt the sequence of application to take account of the relevant factors in the range • the potential problems of using colouring products and lighteners on previously chemically treated hair • methods of pre-softening and pre-pigmenting hair
Unit GH18: Provide colour correction services	• what is contact dermatitis and how to avoid contracting it whilst carrying out colour correction services • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • how to use lighteners safely • the precautions that must be taken when handling powder lighteners • the importance of questioning clients to establish any contra-indications to the colour correction service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests in the range • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence the colour correction service • the potential consequences of failing to carry out tests • the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (ie when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • why it is important to record test results • the principles of colour selection, including the International Colour Chart (ICC) • the principles of colour correction • how the type and distribution of melanin creates natural hair colour • the effects of light and artificial lighting on the appearance of hair colour • the effects on the hair of different colour correction products • what is meant by the term 'oxidation' • how oxidation agents affect the natural and artificial colour pigments • how the different strengths of hydrogen peroxide affect colouring and lightening • the reasons for pre-softening and pre-pigmenting hair • effects of temperature on the application and development of colour correction products • how to dilute hydrogen peroxide to form different strengths of solutions • the pH values of differing colouring products and lighteners • the importance of restoring the hair's pH balance after the colour correction process • why it is important to avoid disturbing areas still processing when removing products from developed areas • why it is important to leave the hair and scalp free of colour correction products • how and why the contra-indications in the range can affect the delivery of the colour correction service

Unit Title	Knowledge Areas
	• the importance of sectioning hair accurately for the colour correction service • methods of pre-softening and pre-pigmenting hair • methods of applying and removing colour correction products • how to remove artificial colour • how to remove bands of colour • how to re-colour hair previously treated with lighteners using pre-pigmentation and permanent colour • how to re-colour hair that has had artificial colour removed • how to correct highlights and lowlights whilst retaining a highlight and lowlight effect • how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage • the types and causes of colour correction problems that may occur during processing and how to rectify them (e.g. over and under processing, skin staining, deterioration of hair condition, scalp sensitivity and product seepage) • the potential problems of using colour correction products on previously chemically treated hair
Unit GH22: Create a variety of permed effects	• what is contact dermatitis and how to avoid contracting it whilst carrying out perming services • why it is important to use personal protective equipment • the importance of questioning clients to establish any contra-indications to the perming service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests used for perming services • when and how tests should be carried out and the expected results • how the results of tests can influence the perming service • potential consequences of failing to test • the courses of action to take in the event of adverse reactions to tests • why it is important to record test results • the effects of perming products and neutralisers on the molecular structure of the hair • how hair that has been sensitised from previous treatments and heat damage reacts to the application of perming products • when to use different types and strengths of perming products • how the chemical composition of perming products varies and how this affects your choice for use on different hair types • the effect of pre-perm and post-perm treatments on the hair structure • how temperature affects the achievement of the permed effects • why heat should not be used on sensitised hair • the importance and effects of restoring the hair's pH balance after the perming process • why the accurate timing and thorough rinsing of products is necessary • types and causes of problems that can occur during the perming and neutralising processes for the hair type on which you are working and how to rectify them
Unit GH24 Provide Specialist Consultation Services for Hair and Scalp Conditions	• the structure and function of the cell • the structure and function of the skin i.e. epidermis, dermis, appendages, subcutaneous layer and nerve endings • the structure and functions of the hair • the hair growth cycle and how this influences present and future treatments

Unit Title	Knowledge Areas
	• the different hair types e.g. vellus, terminal, lanugo • the reasons for normal and abnormal hair growth i.e. topical, conginetal, systemic • the general factors that contribute to healthy hair and scalp e.g. nutrition, general health, environment, chemicals • the effect of the ageing process on the hair and skin • how to recognise treatable hair and scalp conditions, e.g. dry, oily and sensitised scalp, scaling scalp, pityriasis capitas, chemical, physical and environmental damage, diffuse hair loss • how other signs and symptoms can give an indication of the cause of the problem and confirm the required course of action e.g. pitted nails, weight loss and lethargy • the types and purposes of tests e.g. porosity, elasticity, incompatibility • when and how tests should be carried out and the importance of recording test results • the importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice • the importance of gathering relevant previous, current and ongoing medical and medication information that may affect the treatment • those contra-indications which may prevent treatment and why e.g. infectious or contagious conditions, open cuts, recent scarring and abrasions, any medical condition requiring specialist or general practitioner approval etc • those contra-indications which restrict or where caution should be taken in specific areas and why e.g. epilepsy, diabetes, high and low blood pressure, pregnancy, product allergies, skin sensitivity and metal braces and jewellery in the treatment area etc • the types of hair and scalp conditions that should be referred to a Pharmacist, General Practitioner or registered Trichologist and why
Unit GH25 Provide Specialist Hair and Scalp Treatments	• the structure, function and action of muscles within the treatment area • the position of the primary bones within the treatment area • the basic principles of the endocrine system and how this impacts on the hair and scalp • the structure and function of the circulatory system and how this impacts on the hair and scalp • the structure and function of the lymphatic system and how this impacts on the hair and scalp • the structure and function of the nervous system and how this impacts on the hair and scalp • the different effects and benefits of massage techniques in the range • the different effects and benefits of tools and equipment in the range • the use and limitations of hair and scalp products, tools and equipment • possible contra-actions which may occur during and post treatment and how to deal with them e.g. allergic reactions, fainting, feeling light headed

Hairdressing Level 3 NVQ Areas of Knowledge within Hairdressing Combined African Type Hair
Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas

G16: Provide Consultation Services for African Type Hair	• the basic structure of hair and skin
	• the growth cycle of hair
	• the characteristics and structures of the different types of African hair and textures and how this impacts on service delivery and processes
	• the general factors that contribute to healthy hair (eg, health, environment, chemicals)
	• why it is important to identify factors that may limit or affect services and products which can be used
	• how the following factors limit or affect the services and products that can be offered to clients:
	   lifestyle
	   adverse hair, skin and scalp conditions
	    incompatibility of previous services and products
	    used
	• how to visually recognise indications of ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, keloids, ingrowing hair and head lice
	• the likely causes of various adverse hair, skin and scalp conditions (ie, ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, keloids, ingrowing hair and head lice)
	• which hair, scalp conditions and disorders should be referred to a pharmacist, general practitioner or trichologist
	• the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist
	• the importance of carrying out tests and the potential consequences of failing to do so
	• how and when tests are carried out on hair and skin

Unit GH17: Colour hair using a variety of techniques	• what is contact dermatitis and how to avoid contracting it whilst carrying out colouring and lightening services • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • how to use lighteners safely • the precautions that must be taken when handling powder lighteners • the importance of questioning clients to establish any contra-indications to the colouring and lightening service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests for colouring and lightening services • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence the colouring and lightening service • potential consequences of failing to carry out tests • the importance of constantly monitoring the development of lightener • the courses of action to take in the event of adverse reactions to tests and the

Unit Title	Knowledge Areas
	contra-indications in the range (i.e. when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • why it is important to accurately record test results • the principles of colour selection, including the International Colour Chart (ICC) • what is meant by the term 'oxidation' • how the type and distribution of melanin creates natural hair colour • the effects of light and artificial lighting on the appearance of hair colour • how the natural pigmentation of hair affects the colouring and lightening process • the reasons for pre-lightening • the effects on the hair of different colouring products and lighteners • how the different strengths of hydrogen peroxide affect the colouring and lightening of the hair • effects of temperature on the application and development of colouring products and lighteners • how to dilute hydrogen peroxide to form different strengths of solutions • the pH values of different colouring products and lighteners • the importance of restoring the hair's pH balance after the colouring or lightening process • why it is important to leave the hair and scalp free of colouring products and lighteners • the reasons for pre-softening and pre-pigmenting hair • what makes hair resistant to artificial colour • how and why the contra-indications in the range can affect the delivery of the colouring service to clients • the types and causes of colouring and lightening problems and how to rectify them (e.g. over and under processing, overlapping, skin staining, deterioration of hair condition, uneven results and product seepage) • how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage • how and why to restore depth and tone of colour • how and why to neutralise colour tone • how and why to adapt the sequence of application to take account of the relevant factors in the range • the potential problems of using colouring products and lighteners on previously chemically treated hair • methods of pre-softening and pre-pigmenting hair
AH26 Provide a Variety of Relaxing Services	• the safety considerations which must be taken into account when relaxing hair • the importance of questioning clients to establish any contra-indications to the relaxing service • why it is important to records client responses to questioning • the legal significance of client questioning and of recording the client's responses • the importance of conducting a thorough analysis • the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (ie. when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • the impact of the chemical ingredients within relaxing products on the internal

Unit Title	Knowledge Areas
	structure of the hair
	• how the active ingredients within pre and post treatments affect the structure of the hair
	• how neutralising shampoos work and their effect on the hair structure
	• the pH value of relaxing products
	• the importance and effects of restoring the hair's pH balance after the relaxing process
	• the difference between sodium and non-sodium relaxing products
	• how lithium, calcium and guanidine behave to change the hair structure
	• why accurate timing and thorough rinsing of products is necessary
	• how and why the contra-indications in the range can affect the delivery of the relaxing service to clients
	• the implications of using hydroxide based product on ammonium thioglycolate treated hair
	• how to recognise Trichorrhexis Nodosa and how to deal with this condition
	• how to identify the difference between hair porosity and natural keratinisation
	• the percentage of the hair length that is acceptable to leave when transferring from an ammonium thioglycolate based product to a hydroxide based product
	• the importance of accurate timing
	• the importance of a sufficient time lapse between relaxing and a corrective relaxing service
AH31 Creatively Style and Dress Hair	• the effects of humidity on hair
	• how the incorrect application of heat can affect the hair and scalp
	• the effects of backcombing and back brushing on the hair structure
	• the potential effects on the hair structure of using different securing materials and devices
	• the potential consequences of excessive tension on the hair and scalp
	• how to identify the first signs of traction alopecia
Unit GH18: Provide colour correction services	• what is contact dermatitis and how to avoid contracting it whilst carrying out colour correction services
	• why it is important to use personal protective equipment
	• the dangers associated with the inhalation of powder lighteners
	• how to use lighteners safely
	• the precautions that must be taken when handling powder lighteners
	• the importance of questioning clients to establish any contra-indications to the colour correction service
	• why it is important to record client responses to questioning
	• the legal significance of client questioning and of recording the client's responses
	• the types and purposes of tests in the range
	• the importance of following manufacturers' instructions for skin testing
	• when and how tests should be carried out and the expected results
	• how the results of tests can influence the colour correction service
	• the potential consequences of failing to carry out tests
	• the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (ie when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary)
	• why it is important to record test results

Unit Title	Knowledge Areas
	• the principles of colour selection, including the International Colour Chart (ICC)
	• the principles of colour correction
	• how the type and distribution of melanin creates natural hair colour
	• the effects of light and artificial lighting on the appearance of hair colour
	• the effects on the hair of different colour correction products
	• what is meant by the term 'oxidation'
	• how oxidation agents affect the natural and artificial colour pigments
	• how the different strengths of hydrogen peroxide affect colouring and lightening
	• the reasons for pre-softening and pre-pigmenting hair
	• effects of temperature on the application and development of colour correction products
	• how to dilute hydrogen peroxide to form different strengths of solutions
	• the pH values of differing colouring products and lighteners
	• the importance of restoring the hair's pH balance after the colour correction process
	• why it is important to avoid disturbing areas still processing when removing products from developed areas
	• why it is important to leave the hair and scalp free of colour correction products
	• how and why the contra-indications in the range can affect the delivery of the colour correction service
	• the importance of sectioning hair accurately for the colour correction service
	• methods of pre-softening and pre-pigmenting hair
	• methods of applying and removing colour correction products
	• how to remove artificial colour
	• how to remove bands of colour
	• how to re-colour hair previously treated with lighteners using pre-pigmentation and permanent colour
	• how to re-colour hair that has had artificial colour removed
	• how to correct highlights and lowlights whilst retaining a highlight and lowlight effect
	• how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage
	• the types and causes of colour correction problems that may occur during processing and how to rectify them (e.g. over and under processing, skin staining, deterioration of hair condition, scalp sensitivity and product seepage)
	• the potential problems of using colour correction products on previously chemically treated hair
Unit GH22: Create a variety of permed effects	• what is contact dermatitis and how to avoid contracting it whilst carrying out perming services
	• why it is important to use personal protective equipment
	• the importance of questioning clients to establish any contra-indications to the perming service
	• why it is important to record client responses to questioning
	• the legal significance of client questioning and of recording the client's responses
	• the types and purposes of tests used for perming services
	• when and how tests should be carried out and the expected results
	• how the results of tests can influence the perming service

Unit Title	Knowledge Areas
	• potential consequences of failing to test
	• the courses of action to take in the event of adverse reactions to tests
	• why it is important to record test results
	• the effects of perming products and neutralisers on the molecular structure of the hair
	• how hair that has been sensitised from previous treatments and heat damage reacts to the application of perming products
	• when to use different types and strengths of perming products
	• how the chemical composition of perming products varies and how this affects your choice for use on different hair types
	• the effect of pre-perm and post-perm treatments on the hair structure
	• how temperature affects the achievement of the permed effects
	• why heat should not be used on sensitised hair
	• the importance and effects of restoring the hair's pH balance after the perming process
	• why the accurate timing and thorough rinsing of products is necessary
	• types and causes of problems that can occur during the perming and neutralising processes for the hair type on which you are working and how to rectify them
Unit GH23: Provide creative hair extension services	• what is contact dermatitis and how to avoid contracting it whilst carrying out hair attachment services
	• why it is important to use personal protective equipment
	• the importance of questioning clients to establish any contra-indications to hairdressing services
	• why it is important to record client responses to questioning
	• the legal significance of client questioning and of recording the client's responses
	• the types and purposes of tests in the range
	• the importance of following manufacturers' instructions for testing
	• the methods of and reasons for conducting pull tests
	• when and how tests should be carried out and the expected results
	• how the results of tests can influence all aspects of the service
	• the potential consequences of failing to carry out tests
	• the courses of action to take in the event of adverse reactions to tests and when the contra-indications in the range are encountered (i.e. when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary)
	• why it is important to record test results
	• the factors that must be taken into consideration prior to adding hair extensions (e.g. hair density, hair and skin disorders, etc.)
	• the average rate of hair growth
	• the potential consequences of excessive tension on the hair
	• how to identify the signs of traction alopecia
	• the potential effects on the client's hair of wearing extensions over a long period of time
	• how the contra-indications in the range can affect the delivery of hair extension services to clients
	• how the attachment systems in the range can affect the way extensions are added and cut
	• how the attachment systems in the range secure added hair into the client's

Unit Title	Knowledge Areas
	hair • the advantages and disadvantages of the different methods of attachment • why it is important to maintain a correct and even tension when adding hair extensions • how to remove hot and cold hair attachment systems • the types of problems that can occur when adding hair extensions and how to remedy them • the courses of action to take in the advent of the presence of the contra-indications in the range (i.e. when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • the types of products to use when removing hot and cold hair extensions • the types of styling and finishing techniques that can and cannot be used with hair extensions and why
AH18 Perm African Type Hair	• the importance of questioning clients to establish any contra-indications to perming and relaxing services • why it is important to record client responses to questioning • the legal significance of client questioning and the recording of client's responses to questioning • the importance of conducting a thorough analysis • the types and purposes of tests • when and how tests should be carried out and the expected results • how the results of tests can influence the perming service • potential consequences of failing to test • the courses of action to take in the event of adverse reactions to tests (eg. the types of reactions you need to report to another, more senior person) • why it is important ot records test results • the effects of chemical re-arrangers, perm lotions and neutralisers on the hair structure • the active ingredients in perming and neutralising products • why and when chemical re-arranging of hair structure is necessary • how temperature affects the perming process • the importance of accurate timing and thorough rinsing of products • the importance and effects of restoring the hair's pH balance after the perming and neutralising processes • the importance of considering water temperature during the rinsing process • how to recognise Trichorrhexis Nodosa and how to deal with this condition • how the factors in the range can affect your choice of perming and neutralising products • the effect of hydrogen peroxide based neutralisers on dark hair • the effect of overlapping products on to previously chemically treated hair • why previously relaxed hair should not be permed • how and why the contra-indications in the range can affect the delivery of perming services to clients • the difference between African and Caucasian hair type structures • when and why it is important to use pre and or post-perm treatments • the factors that influence the use of different sized perm implements
AH30 Style African Type Hair Using Thermal Styling	• the physical effects of thermal styling and pressing on hair structure • why white hair needs to be treated differently when thermal styling

Unit Title	Knowledge Areas
Techniques	• the effects of humidity on hair • how protective and styling products work on the hair • why hair should be allowed to cool prior to dressing out • how the thermal styling process effects previously permed hair • methods of testing the temperature of thermal styling equipment • the circumstances when repeated pressing and added pressure is necessary • how and why temperatures should vary for different hair types • the types of problems that can arise when pressing and thermal styling and how to correct them • the problems caused by the excessive use of protective and styling products and how to resolve them
AH32 Extend Hair Using a Variety of Techniques	• the importance of questioning clients to establish any contra-indications to hairdressing services • why it is important to records client responses to questioning • the legal significance of client questioning and of recording the client's responses • the factors that must be taken into consideration prior to adding hair extensions (eg., hair density, hair and skin disorders, etc.) • the average rate of hair growth • the potential consequences of excessive tension on the hair • how to identify the signs of traction alopecia • the potential effects on the client's hair of wearing extensions over a long period of time • the importance of using a plastic covering over the client's hair prior to applying a wig cap • the advantages and disadvantages of the different methods of attachment • why it is important to maintain a correct and even tension when adding hair extensions • the types of problems that can occur when adding hair extensions and how to remedy them • the courses of action to take in the advent of the presence of the contra-indications in the range (ie., when the encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • the types of products to use when removing fused and bonded hair extensions • the types of styling and finishing techniques that can and cannot be used with hair extensions and why
Unit GH24 Provide Specialist Consultation Services for Hair and Scalp Conditions	• the structure and function of the cell • the structure and function of the skin i.e. epidermis, dermis, appendages, subcutaneous layer and nerve endings • the structure and functions of the hair • the hair growth cycle and how this influences present and future treatments • the different hair types e.g. vellus, terminal, lanugo • the reasons for normal and abnormal hair growth i.e. topical, conginetal, systemic • the general factors that contribute to healthy hair and scalp e.g. nutrition, general health, environment, chemicals • the effect of the ageing process on the hair and skin

Unit Title	Knowledge Areas
	• how to recognise treatable hair and scalp conditions, e.g. dry, oily and sensitised scalp, scaling scalp, pityriasis capitas, chemical, physical and environmental damage, diffuse hair loss • how other signs and symptoms can give an indication of the cause of the problem and confirm the required course of action e.g. pitted nails, weight loss and lethargy • the types and purposes of tests e.g. porosity, elasticity, incompatibility • when and how tests should be carried out and the importance of recording test results • the importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice • the importance of gathering relevant previous, current and ongoing medical and medication information that may affect the treatment • those contra-indications which may prevent treatment and why e.g. infectious or contagious conditions, open cuts, recent scarring and abrasions, any medical condition requiring specialist or general practitioner approval etc • those contra-indications which restrict or where caution should be taken in specific areas and why e.g. epilepsy, diabetes, high and low blood pressure, pregnancy, product allergies, skin sensitivity and metal braces and jewellery in the treatment area etc • the types of hair and scalp conditions that should be referred to a Pharmacist, General Practitioner or registered Trichologist and why
Unit GH25 Provide Specialist Hair and Scalp Treatments	• the structure, function and action of muscles within the treatment area • the position of the primary bones within the treatment area • the basic principles of the endocrine system and how this impacts on the hair and scalp • the structure and function of the circulatory system and how this impacts on the hair and scalp • the structure and function of the lymphatic system and how this impacts on the hair and scalp • the structure and function of the nervous system and how this impacts on the hair and scalp • the different effects and benefits of massage techniques in the range • the different effects and benefits of tools and equipment in the range • the use and limitations of hair and scalp products, tools and equipment • possible contra-actions which may occur during and post treatment and how to deal with them e.g. allergic reactions, fainting, feeling light headed

Appendix D6

Occupational expertise requirements for Hairdressing and Barbering assessors and verifiers

1   Introduction

1.1   As the Standards Setting Body for the hair and beauty sectors, HABIA is responsible for defining the occupational expertise requirements for assessors and verifiers in consultation with employers, centres and Awarding Bodies. The assessor and verifier occupational expertise requirements for the Hairdressing NVQs and SVQs are shown below.

Please note that these requirements will take effect from July 2009 and will apply to **all** assessors and verifiers. This version dated to be completed supersedes all previous versions and was approved by UKCES.

2   Assessors

2.1   **From 1 July 2009 all new hairdressing assessors must:**

2.1.1   **hold EITHER** the Level 2 **and** Level 3 Hairdressing NVQs/SVQs or equivalent* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of the NVQ/SVQ they are intending to assess

All new barbering assessors must:

hold EITHER Level 2 NVQ/SVQ (inclusive of the Barbering options) or equivalent* plus sufficient relevant
years post qualification industrial experience that is current and appropriate to the units(s) of NVQ/SVQ they are intending to assess

OR for Hairdressing and Barbering

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess.

2.1.2   **hold** Units D32 **and** D33** to assess the complete Hairdressing or Barbering NVQs/SVQs. (Those work based assessors only required to make and record observations may hold just D32)
Or
hold or be working towards Unit A1** if carrying out all forms of assessment
OR
hold or be working towards Unit A2 if only carrying out observations in the workplace.

2.2   **From 1 September 2002 all existing assessors (as defined in 2.1 above) holding just the Level 2 Hairdressing NVQ/SVQ and/or Level 2 Barbering NVQ/SVQ** will only be able to assess Level 2 Hairdressing and/or Barbering. They will not be eligible for internal verifier or external verifier roles.

2.3   **From 1 July 2009 all existing barbering assessors must:**

EITHER hold the Level 3 Barbering NVQ/SVQ if they wish to assess or continue to assess the Level 3 Barbering NVQ/SVQ. (This work can also count towards meeting an individual's CPD requirements.)

3   Internal Verifiers

3.1   **From 1 July 2009 all internal verifiers must**:
3.1.1   **hold EITHER** the Level 2 **and** Level 3 Hairdressing and/or Barbering NVQs/SVQs or equivalent* plus sufficient relevant   post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to internally verify
       OR

       substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to internally verify and
3.1.2   **hold** Unit A1 or Units D32 **and** D33 ** and
3.1.3   **hold** Unit D34 or **hold or be working towards** V1
3.1.4   have a **sufficient experience** of assessing Hairdressing NVQs/SVQs.

4   External Verifiers

4.1   **From 1 July 2009 all external verifiers must:**
4.1.1   **hold EITHER** the Level 2 **and** Level 3 Hairdressing and/or Barbering NVQs/SVQs or equivalent *plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to externally verify
       OR
       substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to externally verify and
4.1.2   **hold** Unit A1 **or** Units D32 **and** D33** and

4.1.3   **hold** D35 or **hold or be working towards** Unit V2 and are strongly advised to hold   Unit V1 or D34
4.1.4   have **sufficient experience** assessing and/or internally verifying Hairdressing and/or Barbering NVQs/SVQs.

5   Assessors and Verifiers for non-technical hairdressing and barbering units who are not hairdressers

5.1   There are several units in the NVQs/SVQs that cover generic skills, assessed in a hairdressing or barbering context. Some centres use assessors and verifiers from other occupations to assess and verify these.

5.2   ***ENTO Unit A, ICS Unit 1, Level 2, ICS Unit 5, Level 2 and ICS Unit 7, Level 2 units imported into the HABIA standards:*** Assessors of these units must meet the requirements laid down by these Standards Setting Bodies in their own Assessment Strategies.

5.3 ***Non-technical hairdressing and barbering HABIA units:*** the same criteria as for assessors and internal verifiers who are hairdressers and/or barbers will apply, inserting the *relevant* NVQ/SVQ or equivalent qualification or experience and the *relevant* occupational area. This does not apply to external verifiers who will always be hairdressers and/or barbers for the HABIA units. For the sake of clarification, technical hairdressing units cannot be internally verified by a non-hairdresser/non-barber.

i) *Occupational Expertise Requirements for Assessors who are not hairdressers*

Non Hairdressing and/or Barbering Assessors must have the *relevant* Level 2 and Level 3 NVQs/SVQs plus sufficient *relevant* industrial experience **or** substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to assess. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence **or** have shown evidence of operational experience.

For NVQs, QCA requires that assessors hold Unit A1 or A2 (if just recording observations) **OR** Unit D32 and/or Unit D33. New assessors must have a clear action plan for achieving Unit A1 and/or Unit A2 within eighteen months of beginning assessment duties. Assessment decisions by assessors who are still working towards certification must be supported by an assessor or verifier who has gained certification. This can be achieved by checking a sample of assessment decisions.

For SVQs, SQA requires that assessors be occupationally competent and **must** hold Units A1and/or A2** **OR** hold D32 and/or D33.

Please note that HABIA generally requires assessors hold or are working towards Unit A1 **OR** hold D32 **and** D33. *In addition, in this case where the assessor does not have a hairdressing background, then she/he must have obtained a working knowledge of the hairdressing industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.*

ii) ***Occupational Expertise Requirements for Internal Verifiers who are not hairdressers***

Non Hairdressing and Barbering internal verifiers must have the *relevant* Level 2 and Level 3 NVQs/SVQs plus sufficient *relevant* industrial experience **or** substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to internally verify. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. They must also have sufficient experience of assessing the *relevant* NVQs/SVQs or *relevant* units.

For NVQs, QCA requires that internal verifiers hold Unit V1 or D34 and, it is recommended, also hold Unit A1 or D32 **and** D33. New internal verifiers must have a clear action plan for achieving Unit V1 within eighteen months of beginning internal verification. Without an appropriately qualified internal verifier, the centre must understand that it cannot submit claims for certification to the Awarding Body.

For SVQs, SQA requires that internal verifiers be occupationally competent and **must** hold or be working towards Unit V1 or hold or be working towards D34. Unit A1 or D33 are also desirable**

Please note that HABIA requires all internal verifiers to hold Unit A1 or D32 **and** D33** and hold D34 or hold or are working towards Unit V1. *In addition, in this case where the internal verifier does not have a hairdressing background, then she/he must have obtained a working knowledge of the hairdressing industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.*

In this case, where assessors and/or internal verifiers do not have a hairdressing and/or barbering background, then a period of experience in a salon or attending hairdressing specific event(s) relevant to the units being assessed or verified will help them become more familiar with the requirements of the hairdressing industry.

* Where individuals have qualifications other than the Hairdressing NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence **or** have shown evidence of operational experience.

** Substantial operational experience means substantial hands on work served within the hairdressing industry. This can include time in any role in the hairdressing industry, for example as a stylist, technician, trainer, lecturer, assessor, verifier or salon manager/owner.

Appendix D7

Requirements for continuing professional development for assessors and verifiers of Hairdressing and Barbering technical units

From 1 September 2001, as a condition of centre approval and continuing centre approval, centres were required to establish an ongoing, fully resourced Staff Development Plan, capable of supporting the HABIA CPD requirement. (Preferably, such a Staff Development Plan should link to IIP or other formally recognised quality assurance systems.)

Assessors and verifiers must be able to demonstrate to the Awarding Body how they keep their hairdressing and/or barbering technical skills and knowledge up-to-date and to the occupational level in which they are assessing and/or verifying.

Continuing Professional Development (CPD) must take place throughout the careers of assessors and verifiers.

This **must** include the completion of a minimum number of hours CPD in each twelve month period using activities approved for CPD (see below). City & Guilds has provided the attached form HDCPD1.0 for assessors and verifiers to plan their CPD activities and form HCPD1.0 for assessors and verifiers to log their activities against the CPD requirements. The forms are **not** mandatory and centres may use alternative methods to record compliance with the requirements.

The minimum, annual CPD requirement for assessors and verifiers is as follows:

A **total, minimum requirement for 30 hours CPD** per annum which does not have to be consecutive.

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 hairdressing services to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels

- undertaking technical hairdressing and/or barbering training that develops new and/or updates existing skills and/or knowledge levels

- further hairdressing qualification work.

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

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

*(However, the above are recommended for background knowledge to support CPD but are **not** approved for inclusion in the CPD hours requirement.)*

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.

EXPLANATORY NOTES:

i.   *Technical hairdressing training* - external and internal workshops and training sessions are eligible.

ii.   C*ommercial salon* - this is defined as a salon where the majority of stylists 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. If there is any doubt as to the acceptability of the arrangement, guidance should be sought from HABIA.

iii.   *Hairdressing qualification work* - the aim of this option is to encourage assessors and verifiers to gain new skills e.g. African Caribbean hairdressing techniques or barbering or to update current ones eg by offering latest fashion styles for assessment against a range statement. Work undertaken for this option must lead to a formally assessed and accredited qualification or unit of an NVQ/SVQ.

A nominal 30 hours has been allocated to the achievement of any hairdressing unit qualification in any one CPD year. The same unit should not be taken twice during the life time of any particular NVQ/SVQ or repeated within any 5 year period.

Other activities may be acceptable for CPD for which prior approval should be gained from HABIA.

CALCULATING CPD HOURS

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

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

c)   Assessors and verifiers who take leave from assessment or verification duties during any twelve month period will be able to collect CPD pro rata.

d)   The CPD hours for part time assessors and verifiers 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 verifiers**.

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 NVQ/SVQ unit achieved has been set, regardless of the unit.

f)   If you are an assessor **and** a verifier, you only have to do the minimum of 30 hours CPD, **not** 60 hours.

g)   All external verifiers must complete a minimum of 30 hours CPD per annum regardless of actual hours worked as an external verifier.

Form HDCPD1.0

Hair and Beauty Sector **CONFIDENTIAL** <u>Centre no.</u>   .

Continuous Professional Development – Hairdressing Assessor/Verifier Development Plan

<u>Name</u>   <u>Position</u>   <u>Qualifying period</u>   to   .

Date of planned activity	Duration of planned activity	**Brief description of planned activity/learning** (eg description of workshop or seminar to be attended, or type of service to be completed. Please list main areas of learning.	**Location**	**Which specific scheme and units are covered by this activity?**

Please complete this plan at the start of each CPD qualifying period to indicate how you intend meeting the CPD requirements. For the 3008 and 3009 awards a total of 30 hours CPD per year is required for hairdressing assessors and or verifiers. Please see the relevant Requirements for Continuous Professional Development in the Assessors Handbook for more detailed information

Form HDCPD1.0
Hair and Beauty Sector　　　　　　　**CONFIDENTIAL**　　　　Centre no.　　　　　　　　　　　.

Continuous Professional Development – Hairdressing Assessor/Verifier Log of Qualifying Activities

Name　　　　　　　　　　　　　　　Position　　　　　　　　Qualifying period　　　　　to　　　　　　.

Date of activity	Accumulated time	**Brief description of activity/learning** eg description of workshop or seminar attended, or number of clients and type of services completed. Please list main areas of learning.	**Location**	**Name of contact and contact telephone number**	**Which specific schemes and units are covered by this activity?**	**Supporting evidence** eg witness testimony, certificate
Totals for the year *		*For the 3008 and 3009 awards a total of **30 hours** CPD per year is required for hairdressing assessors and or verifiers. Please see the relevant requirements for continuous professional development for more detailed information.				

We confirm that the above activities were completed during the stated qualifying period.

Assessor/Verifier signature　　　　　　　　Date　　　　　　IV/QAC signature　　　　　　　　Date　　　　　.

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	• General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	• General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	• Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	• Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	• Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	• Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	• Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	• Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**