

# **Level 4 Diploma in Advanced Techniques and Management Practice (Wales) (5450-21)**

Version 1.1 (May 2016)

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Hairdressing
<b>City &amp; Guilds number</b>	5450
<b>Age group approved</b>	18+
<b>Entry requirements</b>	L3 S/NVQ in Hairdressing or equivalent
<b>Assessment</b>	Assignment
<b>Approvals</b>	Fast track approval
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 4 Diploma in Advanced Techniques and Management Practice  Pathway 1: Senior Practitioner and Stylist  Pathway 2: Salon Manager/ Director	5450-21	601/8336/6

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 July 2015	Amended layout of structure section to make it clearer (structures remain unchanged)	Structure

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# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who is the qualification for?	This qualification is aimed at experience and qualified hair professionals who have a high level of relevant knowledge and skills and wish to progress into roles such as senior or specialist practitioners or salon managers.
What does the qualification cover?	<p>The qualification comprises of two pathways:</p> <ul style="list-style-type: none"><li>• Senior practitioner/stylist</li><li>• Salon manager/director</li></ul> <p>Both pathways share mandatory units in Quality Management and Client Care.</p> <p>The senior practitioner/stylist pathway offers learners the opportunity to specialise in areas such as colour correction, hair and scalp specialisations, chemistry of products and the management of creation of hair styles.</p> <p>The salon manager/director pathway offers the learner the opportunity to undertake a range of management focused units such as sales, health and safety, and human resources.</p>
What opportunities for progression are there?	<p>Candidates can progress onto an ILM Level 4/5 qualification in Management.</p> <p>It can also lead to careers such as:</p> <ul style="list-style-type: none"><li>• Senior practitioner/stylist</li><li>• Salon manager/owner.</li></ul>
Who did we develop the qualification with?	This qualification has been developed with habia.
Is it part of an apprenticeship framework or initiative?	This qualification can form part of Higher Apprenticeships in Hairdressing (Wales).

## Structure

To achieve **5450-21 Level 4 Diploma in Advanced Techniques and Management Practice** learners must achieve **68** credits; **12** credits from the mandatory units and **56** credits from either Pathway 1 or Pathway 2.

### Pathway 1: Senior Practitioner/Stylist

Learners must achieve: **12** credits from the mandatory unit, plus a minimum of **31** credits from the optional group **A**, and a minimum of **25** credits from the optional unit group **C**.

#### Level 4 Diploma in Advanced Techniques and Management Practice – Pathway 1

UAN	City & Guilds unit number	Unit title	Credit Value	GLH
<b>Mandatory</b>				
J/508/0517	420	Quality management of client care in the hair and beauty sector	12	44
<b>Optional Group A</b>				
J/508/0503	422	Chemistry of hair and beauty products	14	75
F/601/4347	404	Hair colour correction	12	112
J/601/4348	405	Manage the creation of a hair style collection	10	72
T/508/0500	423	Hair and scalp specialist services	9	72
<b>Optional Group C</b>				
F/600/1954	201	Principles of studio photography	8	60
J/600/1972	301	Studio photography	10	70
T/508/0514	323	Marketing in the hair and beauty sector	6	32
K/508/0512	421	Salon management	10	50
D/508/0507	424	Sales management in the hair and beauty sector	9	47
M/508/0513	425	Public relations in the hair and beauty sector	10	42
H/508/0511	426	Management of health, safety and security in the salon	8	44

## Pathway 2: Salon Manager/Director

**12** credits from the mandatory unit must be achieved, plus a minimum of **22** credits from the optional group **B**, and a minimum of **34** credits from the optional unit group **C**.

Of the **68** credits required to achieve the qualification, a **minimum of 36** credits must be at Level 4.

### Level 4 Diploma in Advanced Techniques and Management Practice – Pathway 2

UAN	City & Guilds unit number	Unit title	Credit Value	GLH
<b>Mandatory</b>				
J/508/0517	420	Quality management of client care in the hair and beauty sector	12	44
<b>Optional Group B</b>				
L/508/0504	322	Research in the hair and beauty sector	7	44
M/601/2481	306	Human resource management within the hair and beauty sector	7	47
D/508/0507	424	Sales management in the hair and beauty sector	9	47
H/508/0511	426	Management of health, safety and security in the salon	8	44
<b>Optional Group C</b>				
F/600/1954	201	Principles of studio photography	8	60
J/600/1972	301	Studio photography	10	70
T/508/0514	323	Marketing in the hair and beauty sector	6	32
K/508/0512	421	Salon management	10	50
D/508/0507	424	Sales management in the hair and beauty sector	9	47
M/508/0513	425	Public relations in the hair and beauty sector	10	42
H/508/0511	426	Management of health, safety and security in the salon	8	44

## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification 5450 you can apply for the new 5450-21 approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

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

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *City & Guilds Centre Manual* for further information.

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

### Resource requirements

#### **Physical resources**

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

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

For unit 422 access to standard laboratory facilities and equipment (as are generally found in establishments offering Science subjects to A Level) and support of a laboratory technician are required.

#### **Use of simulation**

Simulation is not allowed for any units within this qualification.

#### **Realistic learning environment requirements (RLE)**

All City & Guilds VRQs must be assessed in facilities that meet acceptable, current industry standards for the specific qualification area. Example resource lists for each qualification area are being developed.

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

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



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

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

A suitable, controlled area for testing must be provided and arrangements must be made for the secure storage of assessment materials and records.

### **Centre staff**

It is important that centre staff involved in the delivery have appropriate knowledge and skills to ensure provision of Level 4 qualifications. It is a requirement that centre staff have one or more of the following:

- Level 4/5/6/7 qualification eg Degree/HNC or HND/HPD or MPD/NVQ, in an appropriate subject, together with current, sufficient, valid and up to date relevant sector experience

**or**

- Level 3 qualification in an appropriate subject with current, sufficient, valid and up to date relevant sector experience at managerial/senior level

**or**

- current, sufficient, valid and up to date experience in the relevant sector at a managerial/senior level which could include recognised professional practice at a high level eg running a sector-related business or consultancy

**and**

- A CertEd/equivalent teaching qualification and/or 2 years teaching/training experience.

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

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

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

### **Continuous professional development (CPD)**

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

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

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

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

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

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

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

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

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

### **Calculating CPD hours**

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

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

### **Learner entry requirements**

Learners must have one of the following qualifications:

- Level 3 S/NVQ or VRQs in Hairdressing or equivalent
- Level 3 Modern/Advanced Apprenticeship in Hairdressing
- Level of expertise commensurate with a Level 3 in the National Qualifications Framework which has been acquired through work experience and can be demonstrated through the APL procedure and/or appropriate certification.

All learners should also be in work or have access to work experience to complete these qualifications.

**Age restrictions**

City & Guilds cannot accept any registrations for candidates under 18 as these qualifications are not approved for under 18s.

## 3 Delivering the qualification

### Support materials

The following resources are available for these qualifications:

Description	How to access
Fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

### Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme. Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications.

### Relationship to other qualifications and wider curriculum

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

### Health and safety

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

Should a candidate fail to follow health and safety practice and procedures during an assessment (for example, practical assessment, assignment) the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have failed the

assessment. Candidates may retake the assessment at a later date, at the discretion of the centre. In any cases of doubt, guidance should be sought from the external verifier.

### **Data protection and confidentiality**

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual - Supporting Customer Excellence*.

### **Initial assessment and induction**

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification. The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications.

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

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

### **Equal opportunities**

It is a requirement of centre approval that centres have an equal opportunities policy (see *Centre Manual - Supporting Customer Excellence*). The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Centre Manual - Supporting Customer Excellence* and is also available from the City & Guilds Customer Relations department.

### **Access to assessment**

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

### **Appeals**

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

Further information on appeals is given in *Centre Manual - Supporting Customer Excellence*. There is also appeals information for centres and learners on the City & Guilds website or available from the Customer Relations department.

## 4 Assessment

For each mandatory and optional unit chosen candidates must complete an assignment. These can be found on the City & Guilds website. The assignments will cover:

- practical tasks, and
- knowledge and understanding task(s).

For further in depth information on assessments please refer to the assessment pack which can be found on the City & Guilds website.

### Service / Treatment times

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

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

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

### Glossary of terms & Guidance notes:

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

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

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

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

## 5 Units

### Structure of units

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

- title
- unit reference (UAN)
- aim
- list of learning outcomes for the unit
- statement of guided learning hours
- learning outcomes in detail expressed as practical skills and underpinning knowledge.

<b>UAN:</b>	F/600/1954
<b>Level:</b>	2
<b>Credit value:</b>	8
<b>GLH:</b>	60
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillset
<b>Aim:</b>	<p>The aim of this unit is to introduce the learner to studio photography.</p> <p>The skills developed by the learner include technical, visual and interpersonal. These skills will include setting up, using, dismantling and storing equipment and materials.</p> <p>The knowledge acquired by the learner will enable them to understand how photographic studio work is prepared, organised, carried out and concluded.</p>

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**Learning outcome:**

The learner will:

1. Be able to prepare, set up, use, dismantle and store equipment safely

**Practical skills**

The learner can:

- 1.1 maintain the studio environment
- 1.2 contribute to the preparation and management of studio photography
- 1.3 select, set up, prepare, handle and dismantle studio equipment safely
- 1.4 use a range of studio equipment safely
- 1.5 store studio equipment according to the studio procedures
- 1.6 work effectively with others.

**Underpinning knowledge**

The learner can:

- 1.7 outline the main health and safety hazards and risks when preparing for and managing photography
- 1.8 describe how the studio environment should be maintained
- 1.9 outline the roles and relationships of the main personnel involved in the preparation and management of a studio shoot
- 1.10 outline the steps in the preparation and management of studio photography
- 1.11 outline basic set construction principles
- 1.12 describe how to select, handle and store studio equipment safely
- 1.13 outline the principles of lighting and lighting balance



1.14 describe how to work effectively with others.

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## **Range**

### **Preparation and management**

Assessment of concepts/self initiated ideas/client briefs, assessment of facilities, provision and preparation of studio space, provision and checking of equipment and materials, provision of facilities for involved personnel.

### **Studio equipment**

Cameras, camera accessories, storage media, card readers, computers, lighting, lighting accessories, studio accessories, studio stands/tripods, background systems, exposure meters.

### **Work effectively**

Communicate, co-operate and assist with personnel involved, contribute to care of: staff, minors, clients and visitors.

### **Hazards and risks**

Slips, trips, spillages, manual handling, faulty electrical equipment, working at heights, airborne hazards, fire, emergencies, working with liquids and electricity, obstruction to access and egress, noise, working with lights, equipment.

### **How the studio environment should be maintained**

Safe and secure storage and retrieval of equipment and materials, health and safety in the workplace (temperature, ventilation, physical hazards, cleanliness, tidiness).

### **Main personnel**

Lead photographer, senior assistant photographer, designer, client, art director, model, stylist, set builder, specialist support staff

### **Basic set construction principles**

Construction of small and large sets.

### **Principles of lighting and lighting balance**

Photographic studio lighting quality, colour temperature, use of gels/filters, light shapers, lighting balance to control image contrast, camera exposure, brief.

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## **Learning outcome**

The learner will:

2. Be able to contribute to the imaging process in order to achieve predetermined results

### **Practical skills**

The learner can:

- 2.1 contribute to the efficient preparation and application of materials, equipment and processes
  - 2.2 capture and assess images
  - 2.3 handle, process and store captured images safely and securely
  - 2.4 complete relevant documentation.
-

## **Underpinning knowledge**

The learner can:

- 2.5 identify materials, equipment and processes
  - 2.6 describe how to capture images
  - 2.7 describe how to assess the captured image
  - 2.8 outline the role of external image processors
  - 2.9 explain how to document and store finished images securely
  - 2.10 identify the documentation associated with studio photography
  - 2.11 outline legal and ethical considerations.
- 

## **Range**

### **Materials, equipment and processes**

Silver-based materials and processing, digital capture materials (storage media, card readers, image processing programmes, hardware, software).

### **Documentation**

Delivery notes, receipts, model release forms.

### **Capture images**

Techniques, camera settings, exposure measurement, latitude, image quality, using histograms effectively.

### **External image processors**

Processing laboratories, digital bureaux, methods of instruction and terminology.

### **Legal and ethical considerations**

Freedom to photograph, privacy, copyright ownership and assignation, image ownership, model release, photography of minors, use of picture libraries, obscenity, insurance, confidentiality.

## Unit 301

## Studio photography

<b>UAN:</b>	J/600/1972
<b>Level:</b>	3
<b>Credit value:</b>	10
<b>GLH:</b>	70
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills to coordinate studio photography.</p> <p>The skills developed by the learner include technical, visual and interpersonal. The learner will develop technical skills required for preparing and coordinating studio photography.</p> <p>The knowledge acquired by the learner will enable them to understand how photographic studio work is coordinated and undertaken.</p>

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### Learning outcome:

The learner will:

1. Prepare and use studio equipment effectively

### Practical skills

The learner can:

- 1.1 monitor and maintain the studio environment
- 1.2 prepare for studio photography
- 1.3 undertake a risk assessment
- 1.4 coordinate the selection, set up, handling, dismantling and storage of studio equipment
- 1.5 use a range of studio equipment safely
- 1.6 work effectively with others.

### Underpinning knowledge

The learner can:

- 1.7 describe the main health and safety hazards and risks when preparing for and managing photography
- 1.8 describe how the studio environment should be monitored and maintained
- 1.9 describe the roles and relationships of the main personnel involved in the preparation and management of a studio shoot
- 1.10 describe the steps in the preparation and management of studio photography
- 1.11 describe how to select, handle and store studio equipment safely
- 1.12 explain how to carry out a risk assessment
- 1.13 outline basic set construction principles
- 1.14 outline the principles of lighting and lighting balance
- 1.15 describe how to work effectively with others.

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## Range

### Studio equipment

Cameras, camera accessories, storage media, card readers, computers, lighting, lighting accessories, studio accessories, studio stands/tripods, background systems, exposure meters, security of equipment and environment.

### Work effectively

Communicate with and instruct personnel, oversee the care of staff, minors, clients and visitors.

### Hazards and risks

Slips, trips, spillages, manual handling, faulty electrical equipment, working at heights, airborne hazards, fire emergencies, working with liquids and electricity, obstruction to access and egress, working with lights, noise, equipment.

### How the studio environment should be monitored and maintained

Security of equipment and environment, safe and secure storage and retrieval of equipment and materials, health and safety in the workplace (temperature, ventilation, physical hazards, cleanliness, tidiness). Specialised maintenance, repairs, instruct and monitor the first line maintenance.

### Main personnel

Lead photographer, senior assistant photographer, designer, client, art director, model, stylist, set builder, specialist support staff.

### Preparation and management

Assessment of concepts/self initiated ideas/client briefs, assessment of facilities, monitor the provision and preparation of studio space, provision and checking of equipment and materials, provision of facilities for involved personnel.

### How to carry out a risk assessment

Published procedures relating to controlling risks

Step 1 - Look for and identify the hazards

Step 2 - Decide who might be harmed and how

Step 3 - Evaluate the risks and decide whether the existing precautions are appropriate, reasonable and practicable or should more be done

Step 4 - Record your findings and implement them

Step 5 - Review your assessment and revise if necessary.

### Basic set construction principles

Construction of small and large sets.

### Principles of lighting and lighting balance

Photographic studio lighting quality, colour temperature, use of gels/filters, light shapers, lighting balance to control image contrast, camera exposure, brief.

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## Learning outcome

The learner will:

2. Manage the imaging process to achieve predetermined results

## **Practical skills**

The learner can:

- 2.1 coordinate the efficient preparation and application of materials, equipment and processes
- 2.2 capture and quality check images
- 2.3 coordinate the safe and secure handling, processing and storage of captured images
- 2.4 complete relevant documentation.

## **Underpinning knowledge**

The learner can:

- 2.5 describe materials, equipment and processes
- 2.6 explain how to capture images
- 2.7 describe how to quality check the captured image
- 2.8 outline the role of external image processors
- 2.9 explain how to document and store finished images securely
- 2.10 explain the process of storing images safely and securely
- 2.11 describe the legal and ethical considerations
- 2.12 outline the documentation associated with studio photography.

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## **Range**

### **Materials, equipment and processes**

Silver-based materials and processing, digital capture materials (storage media, card readers, image-processing programmes, hardware, software).

### **Quality check**

Suitability of images against brief/client requirements.

### **Documentation**

Image/file cataloguing, model release forms, copyright assignment forms, delivery notes, receipts.

### **How to capture images**

Techniques, camera settings, exposure measurement, latitude, image quality, using histograms effectively.

### **External image processors**

Processing laboratories, digital bureaux, methods of instruction and terminology.

### **Legal and ethical considerations**

Freedom to photograph, privacy, copyright ownership and assignation, image ownership, model release, photography of minors, use of picture libraries, obscenity, insurance, confidentiality.

## Unit 306

## Human resource management within the hair and beauty sector

<b>UAN:</b>	M/601/2481
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	60
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	The aim of this unit is allow the learner to develop an understanding of human resources management in relation to the hair and beauty sector; covering relevant employment legislation, modes of employment and relevant legislation to these employment options, employment rights and responsibilities, recruitment methods, job description, contracts of employment, appraisal systems, Continual Professional Development (CPD) and training opportunities.

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### Learning outcome:

The learner will:

1. Be able to research Human Resource Management

### Practical skills

The learner can:

- 1.1 research into Human Resource Management
- 1.2 use a variety of presentation methods including ICT
- 1.3 communicate and behave in a professional manner
- 1.4 follow safe and hygienic working practices.

### Underpinning knowledge

The learner can:

- 1.5 describe the purpose of job descriptions
- 1.6 describe the purpose of contracts employment
- 1.7 state methods of employment options
- 1.8 explain relevant employment legislation, rights and responsibilities
- 1.9 identify a range of ICT applications that can be used in the hair and beauty sector
- 1.10 explain how to communicate in a professional manner.

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## Range

### Communicate

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

### Safe and hygienic working practices

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

### Employment options

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

### Rights and responsibilities

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

Responsibilities: work safely to meet salon and legal requirements.

### ICT applications

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

---

## Learning outcome

The learner will:

2. Be able to carry out a practical presentation

### Practical skills

The learner can:

- 2.1 present a practical demonstration
- 2.2 evaluate the presentation.

### Underpinning knowledge

The learner can:

- 2.3 state the cost implications of staff
  - 2.4 describe the methodology of retaining staff
  - 2.5 describe the function of industry associations.
- 

## Range

### Methodology of retaining staff

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

### Industry associations

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

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## Unit 322

## Research in the hair and beauty sector

<b>UAN:</b>	L/508/0504
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	44
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	This unit is about the knowledge, understanding and skills required to carry out a research investigation related to the hair and beauty sector.

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### Learning outcome:

The learner will:

1. Be able to plan a research investigation concerning the hair and beauty sector

### Practical skills

The learner can:

- 1.1 identify the focus and type of research investigation proposed
- 1.2 plan the research investigation to include research objectives and stages of development
- 1.3 identify research sources.

### Underpinning knowledge

The learner can:

- 1.4 describe different research methodologies involved in the investigation
- 1.5 explain the principles of planning a research investigation.

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### Range

#### Sources

Primary and secondary sources, trade publications, journals, textbooks, expert view, exhibitions, consumer press, competitors, customer surveys, internet, questionnaires, focus groups, interviews, canvassing, phone.

#### Principles of planning

APIC, SWOT.



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## Learning outcome

The learner will:

2. Be able to carry out research relating to the hair and beauty sector

## Practical skills

The learner can:

- 2.1 carry out research to collect data according to the investigation plan
- 2.2 obtain information from different sources
- 2.3 process the data collected
- 2.4 evaluate data and research collected
- 2.5 present the results from the research collected.

## Underpinning knowledge

The learner can:

- 2.6 explain how to carry out research to gather data for the investigation plan
- 2.7 explain ways of obtaining information from different sources
- 2.8 explain how to use and process data
- 2.9 describe methods of evaluating data and research collected
- 2.10 explain the importance of including a bibliography when presenting research findings.

---

## Range

### Sources

Primary and secondary sources, trade publications, journals, textbooks, expert view, exhibitions, consumer press, competitors, customer surveys, internet, questionnaires, focus groups, interviews, canvassing, phone.

### Data

Quantitative – graphs, charts, tables

Qualitative – interviews, scripts, reports.

## Unit 323

## Marketing in the hair and beauty sector

<b>UAN:</b>	T/508/0514
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	32
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	This unit is about the knowledge, understanding and skills required for carrying out market research in the hair and beauty sector and promoting a hair or beauty product, treatment or service.

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### Learning outcome:

The learner will:

1. Be able to carry out market research in the hair and beauty sector

### Practical skills

The learner can:

- 1.1 carry out market research in the hair and beauty sector
- 1.2 analyse data collected from market research carried out in the hair and beauty sector
- 1.3 produce a marketing plan to promote and enhance a business in the hair and beauty sector.

### Underpinning knowledge

The learner can:

- 1.4 describe the principles of marketing
- 1.5 describe how to carry out market research
- 1.6 explain the importance of analysing data collected from market research
- 1.7 explain the importance of producing a marketing plan that will promote and enhance the business.

---

### Range

#### Market research

Qualitative and quantitative, sample size for customers, competitors and suppliers.

#### Marketing plan

SWOT, PESTLE, ANSOFF, internal and external, APIC.

## **Carry out market research**

Face-to-face, surveys, focus groups, interviews, canvassing, questionnaires, telephone, sample size, aims and objectives.

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## **Learning outcome**

The learner will:

2. Be able to promote hair and beauty products, services and treatments

## **Practical skills**

The learner can:

- 2.1 promote a hair and beauty product, service and/or treatment based on a marketing plan
- 2.2 communicate effectively when promoting a hair and beauty product, service and/or treatment
- 2.3 evaluate the effectiveness of the promotional activity and marketing plan.

## **Underpinning knowledge**

The learner can:

- 2.4 explain the important role of advertising and PR in promoting a hair and beauty product, service and/or treatment
  - 2.5 describe the different promotional methods and activities
  - 2.6 explain the importance of effective communication when promoting a hair and beauty product, service and/or treatment
  - 2.7 explain the importance of evaluating the effectiveness of promotional methods and activities and marketing plan.
- 

## **Range**

### **Promotional methods and activities**

Social networking, networking events, like minded organisations ie Chamber of Commerce, professional organisations, trade events, radio, press, local, regional, national.

## Unit 404

## Hair colour correction

<b>UAN</b>	F/601/4347
<b>Level:</b>	4
<b>Credit value:</b>	12
<b>GLH:</b>	112
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	The aim of this unit is about the advanced skills necessary to determine and correct more complex colouring problems. To achieve this unit the learner must be able to remove artificial colour, remove bands of colour, recolour lightened hair and recolour hair that has had artificial colour removed.

### Learning outcome:

1. Be able to prepare for colour correction service

### Practical skills

The learner can:

- 1.1 prepare themselves, the client and work area for colouring services
- 1.2 use suitable consultation techniques to identify service objectives
- 1.3 accurately identify hair colour problems
- 1.4 evaluate the potential of the hair to achieve the desired look by identifying influencing factors
- 1.5 outline hair colour correction products and techniques required for different hair colour problems
- 1.6 provide clear recommendations to the client based on factors.

### Underpinning knowledge

The learner can:

- 1.7 describe the factors that need to be considered when correcting hair colour
- 1.8 describe the effects that colouring and lightening products have on the hair structure
- 1.9 explain how natural hair pigmentation affects colour selection
- 1.10 explain the reasons for pre-lightening
- 1.11 explain the importance of carrying out tests prior to, and during, the colouring process and recording the results
- 1.12 explain the principles of colour Selection
- 1.13 explain how the international colour chart is used to select a colour
- 1.14 explain how to use pre-softening and pre-pigmenting during a colour correction service.
- 1.15 explain how to remove artificial colour
- 1.16 state what percentage and volume strength hydrogen peroxide means
- 1.17 explain how to select the correct strength hydrogen peroxide for correcting different hair colour problems

- 1.18 describe the different consultation techniques used to identify service objectives
  - 1.19 describe the salon's requirement for client preparation, preparing themselves and the work area
  - 1.20 explain the safety considerations that must be taken into account when colouring and lightening hair.
- 

## **Range**

### **Consultation techniques**

Open and closed questions, use of visual aids.

### **Problems**

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

### **Factors**

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

### **Products**

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

### **Techniques**

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

### **Pre-lightening**

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

### **Tests**

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

### **Safety considerations**

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

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## Learning outcome:

The learner must be able to:

2. Be able to provide a colouring service

## Practical skills

The learner can:

- 2.1 communicate and behave in a professional manner
- 2.2 select and use colour correction techniques, products, tools and equipment to colour the hair
- 2.3 prepare and apply the colour correction products to the hair to correct hair colour problems
- 2.4 position themselves and the client appropriately throughout the service
- 2.5 monitor the development of the colour correction accurately following manufacturer's instructions
- 2.6 remedy problems that may occur during the colour correction service
- 2.7 check that the colour is thoroughly removed from the hair and scalp without disturbing any areas still requiring development
- 2.8 apply a suitable conditioner or post colour treatment to the hair, following manufacturer's instructions
- 2.9 create a finished look that is to the satisfaction of the client
- 2.10 provide suitable aftercare advice
- 2.11 evaluate the effectiveness of colour correction
- 2.12 follow safe and hygienic working practices.

## Underpinning knowledge

The learner can:

- 2.13 describe the correct use and routine maintenance of tools and equipment
- 2.14 explain the importance of accurate timing and monitoring of the colour correction process
- 2.15 explain the types and causes of problems which may occur during the colour correction process
- 2.16 describe how to remedy colour problems during colour correction processes
- 2.17 state the importance of restoring the hairs PH after colouring
- 2.18 describe the aftercare advice that should be provided
- 2.19 outline the safe and hygienic working practices
- 2.20 state how to communicate and behave within a salon environment.

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## Range

### Communicate

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

### Techniques

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

### Products

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

**Tools and equipment**

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

**Problems**

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

**Aftercare advice**

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

**Safe and hygienic working practices**

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

## Unit 405

## Manage the creation of a hair style collection

<b>UAN</b>	J/601/4348
<b>Level:</b>	4
<b>Credit value:</b>	10
<b>GLH:</b>	72
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	This unit is about the knowledge and skills required to plan, research, develop and produce a hair style collection.

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### Learning outcome:

1. Be able to plan and research ideas to develop a theme for the style collection

### Practical skills

The learner can:

- 1.1 identify opportunities for creating a style collection
- 1.2 research and evaluate current style collections
- 1.3 create and provide a detailed design plan for a theme to base the style collection upon
- 1.4 develop an action plan for the style collection
- 1.5 identify the role of others involved with the style collection
- 1.6 agree design plan with others involved in a manner which promotes good working relationships
- 1.7 arrange meetings and record minutes to keep others informed developments and progress.

### Underpinning knowledge

The learner can:

- 1.8 explain how to research and develop ideas for creating a style collection
- 1.9 describe ways of presenting a style collection
- 1.10 explain the importance of accurate planning, attention to detail and working to timescales
- 1.11 explain how the venue could affect design plans
- 1.12 describe how to remedy problems that may occur with the different opportunities for creating a style collection.



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## Range

### Current style collections

Including historical knowledge on trends.

### Action plan

Including timeframe.

### Design plan

Using brainstorming sessions, mood boards.

### Presenting a style collection

Including how to present mood boards.

### Venue

Venue, facilities and equipment.

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## Learning outcome:

The learner must be able to:

2. Be able to project costs for a style collection

### Practical skills

The learner can:

- 2.1 set a budget for the style collection
- 2.2 recognise the impact of the budget for the style collection on the overall budget for the business
- 2.3 quantify products, equipment, accessories and other resources that may have to be budgeted for
- 2.4 evaluate the end costs making reference to areas of over or under spending.

### Underpinning knowledge

The learner can:

- 2.5 explain the potential commercial benefits of developing and creating style collection
  - 2.6 outline how to set a budget.
- 

## Learning outcome:

The learner must be able to:

3. Be able to produce the final style collection

### Practical skills

The learner can:

- 3.1 manage the style collection production in line with the action plan
  - 3.2 evaluate the success of the final style collection.
-

## Unit 420

## Quality management of client care in the hair and beauty sector

<b>UAN</b>	J/508/0517
<b>Level:</b>	4
<b>Credit value:</b>	12
<b>GLH:</b>	50
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	This unit is about the knowledge and skills required to effectively manage the quality of client care within the hair and beauty sector. It covers evaluate client care procedures, the use of client feedback and the analysis of this, implementation and monitoring of quality management procedures and the evaluation of these.

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### Learning outcome:

1. Be able to review the overall client service experience as part of quality assurance

### Practical skills

The learner can:

- 1.1 evaluate client care procedures, using quality assurance and inspection processes
- 1.2 conduct a client satisfaction survey
- 1.3 use client feedback and complaints to inform a review of the client service experience
- 1.4 draw conclusions from the client satisfaction survey and client complaints
- 1.5 analyse client expectations
- 1.6 analyse the impact of client satisfaction on the business.

### Underpinning knowledge

The learner can:

- 1.7 describe different quality assurance and inspection processes used within businesses in the hair and beauty sector
- 1.8 describe how to conduct a client satisfaction survey
- 1.9 explain the value of feedback and client complaints in reviewing the client service experience
- 1.10 explain the importance of meeting clients' expectations.

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### Range

#### Client care procedures

Reception, consultation, carrying out of services/treatments, aftercare advice.

### **Quality assurance processes (PS1)**

Professional working standards, CPD/training/action planning, qualifications, health and safety, Investors in People.

### **Inspection processes (PS1)**

Compliance and legislation, policies and procedures, standardisation, client feedback, ISO 900, visual questioning, oral questioning.

### **Client satisfaction survey**

Face-to-face, anonymous (written).

### **Client expectations**

Global, cultural, standardisation, Equality Act.

### **Quality assurance processes (UPK1)**

Professional working standards, CPD, CPD/training/action planning, qualifications, health and safety, Investors in People, ISO 900, Industry standards.

### **Inspection processes (UPK1)**

Compliance and legislation, policies and procedures, standardisation, client feedback, visual questioning, oral questioning

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### **Learning outcome:**

The learner must be able to:

2. Be able to implement and monitor procedures to improve the overall client service experience

### **Practical skills**

The learner can:

- 2.1 recommend approaches to, or ways of, improving the client service experience
- 2.2 engage staff in consultation necessary for effective implementation of a quality scheme
- 2.3 evaluate the effectiveness of newly implemented procedures
- 2.4 propose new systems or modifications to existing systems that could improve the client service experience.

### **Underpinning knowledge**

The learner can:

- 2.5 evaluate own quality management of client care
- 2.6 describe different approaches to quality management of client care within the hair and beauty sector
- 2.7 explain the importance of staff engagement to the success of newly implemented procedures
- 2.8 explain the importance of monitoring the effectiveness of newly implemented procedures
- 2.9 explain the factors necessary for 'continuous improvement'
- 2.10 explain how quality management can be measured.

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**Range****Measured**

Standardisation, client feedback, visual questioning, oral questioning.

## Unit 421

## Salon management

<b>UAN</b>	K/508/0512
<b>Level:</b>	4
<b>Credit value:</b>	10
<b>GLH:</b>	50
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	This unit is about the knowledge and skills required for salon management. It covers planning management of products and services and salon management duties.

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### Learning outcome:

1. Be able to plan the management of products and services in the salon

### Practical skills

The learner can:

- 1.1 produce a plan with operational objectives for the management of products and services
- 1.2 analyse data for use in management planning
- 1.3 allocate staff to meet operational objectives
- 1.4 devise and implement salon requirements for staff to prepare themselves, the client and work area for service(s)
- 1.5 monitor working practices by reviewing different client consultations, services and client records
- 1.6 evaluate methods of stock control, maintenance and replacement
- 1.7 evaluate stock levels, tools, equipment and facilities with regard to the salon's clientele
- 1.8 plan methods of maintaining and increasing salon revenue.

### Underpinning knowledge

The learner can:

- 1.9 explain the importance of planning operational objectives to manage products and services
- 1.10 explain how data is used in management planning
- 1.11 explain how to allocate staff to meet operational objectives
- 1.12 describe the salon requirements for staff to prepare themselves, the client and work area for service(s)
- 1.13 outline the criteria by which client consultations, services and client records are reviewed
- 1.14 explain how to maintain stock levels, tools, equipment and facilities in a salon
- 1.15 explain how to maintain and increase salon revenue.

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## Range

### Management planning (PS2)

SWOT, PESTL, competitor analysis, CRM.

### Salon requirements

Salon policies and procedures, legislation, insurance and public liability.

### Working practices

Professionalism, legislation.

### Methods

Change management, PESTL, marketing.

### Management planning (UPK 2)

MIS, MkIS.

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## Learning outcome:

The learner must be able to:

2. Be able to undertake salon management duties

## Practical skills

The learner can:

- 2.1 manage the salon in a professional manner
- 2.2 implement health and safety working practices in line with relevant legislation
- 2.3 use workforce planning to assess employee requirements
- 2.4 provide clear recommendations for the improvement of working practices
- 2.5 evaluate own communication and management style
- 2.6 evaluate the importance of providing clear recommendations for the improvement of workplace practices
- 2.7 assess factors to be considered when employing subcontractors.

## Underpinning knowledge

The learner can:

- 2.8 describe factors that must be considered when implementing health and safety working practices
- 2.9 explain the role of appraisal and management schemes within the organisation
- 2.10 describe the factors that influence working relationships, including lines of authority, role and responsibilities of employees, objectives associated with working relationships
- 2.11 describe contractual regulations of employment and how legislation affects employment in the salon.

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## **Range**

### **Workforce planning**

Training, CPD, appraisals, skills analysis, flexible working arrangements.

### **Communication**

Verbal, non-verbal.

### **Management style**

For example Maslow, Henrich, Cobbs, “X and Y” – dependant on own choice of management style.

### **Factors**

Right to work, Equality Act, equipment, insurance, contractual issues.

### **Subcontractors**

Self-employed, associates, part-time staff, agency staff, specialist staff.

### **Contractual regulations of employment**

Minimum wage, Equality Act, flexible working, period of notice, working hours.

<b>UAN</b>	J/508/0503
<b>Level:</b>	4
<b>Credit value:</b>	14
<b>GLH:</b>	75
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	This unit is about the knowledge and understanding surrounding the chemistry of hair and beauty products. It covers the chemistry of active ingredients including their compounds and reaction processes, safe working practices when using active ingredients, the chemical properties of packaging materials and the properties and effects of ultra-violet radiation on hair and beauty products and packaging.

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### Learning outcome:

1. Understand the chemistry of active ingredients in hair and beauty products

### Underpinning knowledge

The learner can:

- 1.1 explain the differences between chemical compounds found in hair and beauty products
- 1.2 explain the chemical reaction process that occurs in ingredients found in hair and beauty products and their effects on the hair and scalp
- 1.3 describe the active ingredients found in different hair and beauty products
- 1.4 explain the effect of functional groups on the reactivity of molecules in products.

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### Range

#### Chemical compounds

Organic compounds (hydrocarbons, alcohols, fatty acids, emulsifiers eg soaps, esters, isopropyl esters, waxes, fats and oils, amines, aldehydes, ketones and ethers)

Inorganic compounds (oxides, acids, alkalis, salts)

#### Chemical reaction process

Emulsification, microencapsulation, solubility, neutralisation, oxidation, reduction, buffering, ionisation, chelation, polymerisation, electrostatic attractions,

#### Active ingredients

**Beauty:** UV screens, emollients, humectants, anti-oxidants, dihydroxyacetone, vitamins and derivatives, exfoliators, alpha hydroxy acids, astringents, detergents, essential oils, plant extracts, hydroquinone, diaphoretics, antimicrobials



**Hair:** paraphenylenediamine, paratoluenediamine, modifiers hydrogen peroxide, thioglycollic acid, ammonium hydroxide

**Nails:** Acrylic resins, acids, alkalis, nitrocellulose, acetates, phthalates, formaldehyde, isopropyl myristate, silicone

### Functional groups

Hydroxyl, carboxyl, hydrophilic, hydrophobic, amine, aldehyde, ketone, ether.

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### Learning outcome:

The learner must be able to:

2. Understand the effects and safe use of active ingredients in hair and beauty products

### Underpinning knowledge

The learner can:

- 2.1 explain the desired effects of products in relation to their chemical composition
  - 2.2 explain how to follow safe working practices with regard to contra-indications presented by the client
  - 2.3 explain how to follow safe working practices with regard to the storage, handling and application of hair and beauty products
  - 2.4 identify the organisations responsible for monitoring the safety, standardisation and Lethal Dose (LD 50) testing of hair and beauty products
  - 2.5 explain the problems associated with the use of oils as active ingredients.
- 

### Range

#### Products

**Hair:** Shampoo, conditioner, lightening products, relaxers, styling and finishing products, colour, temporary (keratin based) straightening products

#### Beauty:

**For the face** (cleansers, toners, moisturisers, exfoliants, masks, self tanning products, massage products, semi-permanent make-up products, epilation products, essential/carrier oils, foundation, powder, blusher, eyeshadow, eyeliner, lipstick, lip liner, corrective and camouflage make-up, lash/brow tints, hair lightening products, depilatory wax/sugar, false eyelash adhesive and solvent, eyelash perming solution)

**For the body** (cleansers, toners moisturisers, exfoliants, masks, body contour products, self-tanning products, massage products essential/carrier oils, hair lightening products, depilatory wax/sugar)

**For the nails** (nail enamel remover, cuticle oil or cream, cuticle remover, paste polish, nail enamel thinner, nail bleaches, nail strengtheners, hand/foot lotions and creams, exfoliants, nail enamels, nail enamel quick-drying products, nail tips, antiseptic soaps, acrylic products, gel products, wrap products, fibre glass products, paraffin wax)

### Safe working practices

COSHH, Health and Safety at Work Act, manufacturer's instructions, Industry Standards

### Safety, standardisation and Lethal Dose

EU -EC Cosmetics Directive 976/768/EEC0, UK - The Cosmetic Products (Safety) Regulations, Organisation for Economic Co-operation and Development Guidelines for Testing of Chemicals, Cosmetic Toiletry and Perfumery Association, Health and Safety Executive, Trading Standards

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## **Problems**

Comedogenic (block pores), allergies

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### **Learning outcome:**

The learner must be able to:

3. Understand the properties of packaging materials in relation to their structure

### **Underpinning knowledge**

The learner can:

- 3.1 explain the chemical properties of packaging materials in relation to their chemical structure
  - 3.2 explain the effects of tensile and compressive forces on metals, glasses, elastomers, thermoplastics, thermosets and ceramics, fibrous materials
  - 3.3 explain the effects of shape and temperature on the properties of packaging materials.
- 

### **Range**

#### **Chemical properties**

Malleability, ductility, density, melting point, opacity, elasticity, permeability, corrosion resistance, hardness.

#### **Packaging materials**

Metals, glasses, elastomers, thermoplastics, thermosets and ceramics, fibrous materials.

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### **Learning outcome:**

The learner must be able to:

4. Understand the properties and effects of ultra-violet radiation on hair and beauty products and their packaging materials

### **Underpinning knowledge**

The learner can:

- 4.1 explain the properties and categories of ultra-violet radiation
  - 4.2 explain how ultra violet radiation can affect the chemical composition of hair and beauty products
  - 4.3 explain how the exposure and transmission of ultra-violet radiation can affect packaging materials for hair and beauty products.
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### **Range**

#### **Categories**

UVA, UVB, UVC.

#### **Properties**

Frequency, wavelength, transmission, absorption, penetration, reflection

#### **Chemical composition**

Decomposition, polymerisation, discolouration

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**Packaging materials**

Hardness, opacity, discolouration.

## **Unit 422**                      **Chemistry of hair and beauty products**

Supporting Information

### ***Resource requirements***

Access to standard lab facilities and equipment (as are generally found in establishments offering Science subjects to A level) and support of laboratory technician is required for this unit.

## Unit 423

## Hair and scalp specialist services

<b>UAN</b>	T/508/0500
<b>Level:</b>	4
<b>Credit value:</b>	9
<b>GLH:</b>	72
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	This unit is about the knowledge and skills around providing specialist consultation services on hair and scalp conditions, recognising and treating hair and scalp conditions.

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### Learning outcome:

1. Be able to provide specialist consultation services

### Practical skills

The learner can:

- 1.1 create the right setting in which client feels comfortable enough to express their needs, expectations and concerns
- 1.2 use suitable consultation techniques that enable the client to express their concerns and expectations without embarrassment
- 1.3 comply with all relevant legislation, guidelines and ethical requirements
- 1.4 complete client records.

### Underpinning knowledge

The learner can:

- 1.5 explain the importance of creating a setting in which clients feel comfortable and ensures privacy
- 1.6 describe consultation techniques used to identify service objectives
- 1.7 explain why it is important to encourage and allow time for clients to ask questions
- 1.8 explain the types of expectations, concerns and needs that the clients may have and how to deal with them
- 1.9 explain how to check that clients understand verbal and written information that they have been given
- 1.10 state the additional/alternative sources of support for clients with hair and scalp conditions
- 1.11 explain the importance of treating clients with sensitivity and empathy
- 1.12 outline the main legislation and ethical considerations that affect the service
- 1.13 state the importance of recording all treatment details.

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**Range****Setting**

Ambience, privacy.

**Consultation techniques**

Showing empathy, allowing sufficient time for responses, responding with professionalism.

**Legislation, guidelines and ethical requirements**

Equality act, HASWA, salon policy, consumer protection legislation, sustainability/animal testing/recycling.

**Client records**

Data protection/management.

**Consultation techniques**

Verbal, non-verbal, testing, differential diagnosis.

**Expectations**

Realistic, non-realistic.

**Concerns**

Prognosis.

**Needs**

Target service requirements.

**Check**

Questioning.

**Sources of support**

Support groups, trichologist, pharmacist, GP, dermatologist.

**Legislation and ethical considerations**

Equality act, HASWA, salon policy, consumer protection legislation, sustainability/animal testing/recycling.

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**Learning outcome:**

The learner must be able to:

2. Be able to recognise hair and scalp conditions

**Practical skills**

The learner can:

- 2.1 use visual and questioning techniques to identify
    - a. the client's hair and scalp condition
    - b. the nature and extent of the problem
    - c. the client's medical and family history
    - d. any contra-indications to treatment
    - e. the most suitable course of action
-

- 2.2 conduct relevant tests on the client's hair following recognised industry procedures and salon policy
- 2.3 follow safe and hygienic working practices
- 2.4 differentiate between disorders of similar appearance
- 2.5 recommend and agree the proposed course of treatment with clients
- 2.6 provide the client with clear recommendation for referral to a medical practitioner or registered trichologist.

### Underpinning knowledge

The learner can:

- 2.7 describe the anatomical and physiological structure and function of the hair, skin and scalp
- 2.8 explain how to differentiate between different hair, skin and scalp conditions, diseases and disorders that are similar in appearance
- 2.9 outline the hair, skin and scalp conditions and disorders that may be treated in the salon
- 2.10 explain the factors that may adversely affect the growth and maintenance of healthy hair
- 2.11 explain the causes of the different conditions, diseases and disorders that may affect the hair and scalp
- 2.12 outline tests required during hair and scalp specialist services
- 2.13 outline safe and hygienic working practices
- 2.14 explain the importance of obtaining client agreement prior to the course of treatment proposed
- 2.15 explain the reasons for not naming specific contra-indications when referring clients to seek medical advice.

### Range

#### Tests

Porosity test, tensile strength, pull test, sensitivity test, allergy test.

#### Safe and hygienic working practices

Salon and legal requirements.

#### Hair disorders

Traumatic alopecia (cicatricial scarring, traction) lupus, fragilitas crinium, alopecia areata, alopecia totalis, alopecia universalis, alopecia androgenic, monilethrix, trichorrhaxis nodosa, bubble hair, pili torti, trichitillomania.

#### Skin disorders

**Non-infectious:** sudoriferous (sweat) gland disorders (bromidrosis – body odour, anhidrosis – lack of sweating, hyperhidrosis – excessive sweating, miliaria rubra - prickly heat), pigmentation disorders (ephelides – freckles, chloasma, vitiligo, albinism, vascular naevi, erythema, dilated capillaries), skin disorders involving abnormal growth (psoriasis, seborrheic or senile warts, verrucae filiformis or skin tags, keloids) malignant tumours (squamous cell carcinomas or prickle-cell cancers, basal cell carcinomas or rodent ulcers, melanoma), allergies (dermatitis, eczema, urticaria – nettle rash or hives).

**Infectious:** bacterial infections (impetigo, conjunctivitis, hordeolum – stye, furuncles – boils, carbuncles, conjunctivitis/pink eye) Viral infections (herpes simplex, herpes zoster or shingles, verrucae or warts, molluscum) Infestations (scabies or itch mites, pediculosis capitis or head lice, pediculosis pubis, pediculosis corporis), Fungal diseases (tinea corporis – body ringworm, tinea capitis – ringworm of the head) seborrhoea, psoriasis, pityriasis capitis, dermatitis, eczema, tinea capitis, impetigo, pediculosis capitis, pityriasis amiantacea, seborrheic dermatitis.

## Structure

**Skin:** epidermis (types of cells, keratinocytes, langerhans cells, melanocytes) dermis (papillary & reticular layers, fibroblasts, matrix) subcutaneous layer (adipose tissue).

**Hair:** structure of the hair follicle (inner root, outer root sheath, matrix, dermal papilla, sebaceous gland).

## Function

**Skin:** mechanisms of sensation (temperature; touch; pressure; pain), heat regulation (sweating; vasoconstriction; vasodilation), absorption, protection, excretion, secretion, vitamin production (vitamin D generation).

**Hair:** temperature control.

## Hair, skin and scalp conditions

Environmental damage, physical damage, chemical damage, diffuse hair loss, pityriasis capitis, sensitised scalp, oily scalp, dry scalp.

## Factors

**Extrinsic:** damage to skin, temperature, chemical, exposure, topical treatment.

**Intrinsic:** genetics, nutrition, systemic diseases and disorders, medication, toxins.

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## Learning outcome:

3. Be able to treat hair and scalp conditions

## Practical skills

The learner can:

- 3.1 communicate and behave in a professional manner
- 3.2 prepare themselves, the client and the work area for hair and scalp specialist services
- 3.3 select and use suitable products, tools and equipment in accordance with manufacturers' instructions
- 3.4 use treatment methods that support improvements in hair and scalp conditions
- 3.5 remedy problems that occur during the treatment process
- 3.6 monitor and maintain client comfort throughout the treatment process
- 3.7 provide suitable aftercare advice, including any restrictions to future hairdressing services.

## Underpinning knowledge

The learner can:

- 3.8 state how to communicate and behave within a salon environment
- 3.9 describe the salon's requirements for client preparation, preparing themselves and the work area
- 3.10 explain how treatment methods and products may benefit the hair and scalp
- 3.11 describe how to remedy problems identified during the treatment process.



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## Range

### Communicate and behave

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

**Behave:** Working cooperatively with others, following salon requirements.

### Products

Oils, creams, lotions, spirit based treatment conditioners, treatment shampoos.

### Equipment

Vibro massage, high frequency, heat accelerators, steamers.

### Treatment methods

Massage techniques, wet/dry treatment.

### Problems

Feeling faint, headaches, skin/scalp sensitivity, allergies, eye irritation.

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## Learning outcome:

4. Understand developments in the diagnosis and treatment of hair and scalp conditions, diseases and disorders

### Underpinning knowledge

The learner can:

- 4.1 investigate current developments in the diagnosis and treatment of different hair and scalp conditions, diseases and disorders
- 4.2 evaluate the use of new treatments and products against salon requirements and potential client benefits.
- 4.3 describe how to maintain an up-to-date knowledge of developments in the diagnosis and treatment of hair and scalp conditions, diseases and disorders
- 4.4 explain the roles and responsibilities of the trichologist and the hairdresser in relation to the diagnosis and treatment of hair and scalp conditions, diseases and disorders.

## Unit 424

## Sales management in the hair and beauty sector

<b>UAN</b>	D/508/0507
<b>Level:</b>	4
<b>Credit value:</b>	9
<b>GLH:</b>	47
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	This unit is about the knowledge and skills surrounding sales management in the hair and beauty sector particularly around evaluation.

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### Learning outcome:

1. Be able to evaluate how to improve the selling skills of employees in the hair and beauty sector

### Practical skills

The learner can:

- 1.1 review the ability to identify selling situations and opportunities
- 1.2 review the selection and use of sales and communication techniques as appropriate during a sales interaction
- 1.3 evaluate the use of different sales and communication techniques
- 1.4 evaluate the use of negotiation skills
- 1.5 evaluate the use of client care skills following a sale
- 1.6 suggest techniques and strategies to improve sales skills and performance.

### Underpinning knowledge

The learner can:

- 1.7 explain how to select the most appropriate sales techniques for the situation
- 1.8 explain the importance of having product/treatment knowledge when selling
- 1.9 analyse the importance of managing clients when selling
- 1.10 explain how negotiation skills can affect a sales interaction
- 1.11 explain the importance of providing client care following a sale
- 1.12 explain the ethical and legal requirements when selling.

---

### Range

#### Review

Observation, figures.

## **Ability**

Staff ability.

## **Situations and opportunities**

Website: client, non-client

Face-to-face: client, non-client.

## **Communication techniques**

Website: client, non-client.

Face-to-face: client, non-client.

## **Sales and communication techniques**

AIDA, face-to-face, non-verbal, body language, appropriate questioning and listening, consultation card.

Guidance – for the team member and client.

## **Techniques and strategies**

Rewards structures, walk-ins, market research, pricing strategy training, target setting, appraisals, linking treatment and product benefits to client need, appropriate communication, listening skills.

## **Ethical requirements**

Meet the client's needs, professional ethics.

## **Legal requirements**

Equality Act, Sales of Good Act, Advertising Standards Authority, Trades Description Act, Consumer Rights Act.

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## **Learning outcome:**

The learner must be able to:

2. Be able to evaluate how to improve sales within businesses in the hair and beauty sector

## **Practical skills**

The learner can:

- 2.1 investigate consumer behaviour and the impact this has on selling
- 2.2 conduct a competitor analysis
- 2.3 produce a sales forecast
- 2.4 produce sales targets based on the sales forecast
- 2.5 evaluate training methods used to improve selling
- 2.6 analyse the importance of knowing the target clients and their typical consumer behaviour
- 2.7 investigate ways to create competitiveness within the business
- 2.8 evaluate the use of sales forecasts.

## **Underpinning knowledge**

The learner can:

- 2.9 explain the importance of producing sales targets
- 2.10 explain how training methods can be used to improve sales.

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**Range****Impact**

Branding, trends, culture, lifestyle, celebrity influences, Black Box model, promotions, supplier campaigns.

**Competitiveness within the business**

Team members competing with each other in regards to sales.

## Unit 425

## Public relations (PR) in the hair and beauty sector

<b>UAN</b>	M/508/0513
<b>Level:</b>	4
<b>Credit value:</b>	10
<b>GLH:</b>	42
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	This unit is about PR in the hair and beauty sector including how to carry out PR activities and how to deal with PR crises.

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### Learning outcome:

1. Be able to carry out PR activities in the hair and beauty sector

### Practical skills

The learner can:

- 1.1 conduct a PR campaign within the hair and beauty sector
- 1.2 investigate the roles and responsibilities of a PR officer
- 1.3 investigate the advantages and disadvantages of different PR activities
- 1.4 investigate current trends in PR.

### Underpinning knowledge

The learner can:

- 1.5 evaluate how PR objectives can benefit a business
- 1.6 evaluate the difference between marketing and PR, and advertising and PR
- 1.7 evaluate PR tools and the PR campaign process.

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### Range

#### PR activities

Internal and external customers, trade and consumer press, profit and non-profit, consumer awareness, corporate social responsibility, mediums – print, viral, web, media.

#### PR tools

Social networking, networking events, like minded organisations ie Chamber of Commerce, professional organisations, trade events, radio, press, local, regional, national.

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**Learning outcome:**

The learner must be able to:

2. Understand how to manage a PR crisis in hair and beauty sector

**Underpinning knowledge**

The learner can:

- 2.1 recommend approaches to or ways of improving the client service experience
- 2.2 engage staff in consultation necessary for effective implementation of a quality scheme
- 2.3 evaluate the effectiveness of newly implemented procedures
- 2.4 propose new systems or modifications to existing systems that could improve the client service experience
- 2.5 investigate issue management and the impact this has on PR activities
- 2.6 analyse PR ethics and the code of practice
- 2.7 assess the importance of communication in a crisis
- 2.8 analyse the legal issues resulting from a crisis.

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**Range****PR activities**

Internal and external customers, trade and consumer press, profit and non-profit, consumer awareness, corporate social responsibility, mediums – print, viral, web, media.

**PR ethics**

Equality Act, corporate social responsibility, ASA legal, decent, honest, truthful, safeguarding.

**Legal issues**

Employability, health and safety, responsibility, Equality Act, safeguarding.

## Unit 426

## Management of health, safety and security in the salon

<b>UAN</b>	H/508/0511
<b>Level:</b>	4
<b>Credit value:</b>	8
<b>GLH:</b>	44
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by habia
<b>Aim:</b>	This unit is about managing health, safety and security within a salon. It covers how to implement, monitor and manager health, safety and security practice.

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### Learning outcome:

1. Be able to implement health, safety and security practices in the salon

### Practical skills

The learner can:

- 1.1 conduct a risk assessment of health, safety and security practices
- 1.2 conduct an assessment of the effectiveness of health, safety and security practices
- 1.3 recommend modifications to existing health, safety and security practices
- 1.4 implement new health, safety and security practices based on outcomes of the assessments.
- 1.5 evaluate the reliability and effectiveness of a risk assessment
- 1.6 analyse the importance of health, safety and security practices
- 1.7 justify proposals and recommendations for health, safety and security practices.

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### Range

**Risk assessment** - of equipment, resources, clients, staff and accommodation.

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### **Learning outcome:**

The learner must be able to:

2. Be able to manage health, safety and security practices in the salon

### **Practical skills**

The learner can:

- 2.1 evaluate compliance with newly implemented and existing health, safety and security practices
- 2.2 manage improvements to increase compliance with health, safety and security practices.
- 2.3

### **Underpinning knowledge**

The learner can:

- 2.4 explain the importance of compliance with legislation and regulations relating to health, safety and security practices
- 2.5 describe how to manage improvements to increase compliance with health, safety and security practices
- 2.6 explain the importance of regularly evaluating health, safety and security practices in the salon.

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### **Range**

**Compliance** - with company, clients, staff, suppliers, subcontractors, landlords.

### **Legislation and regulations**

Health and Safety at Work Act, COSHH, RIDDOR, Electricity at Work Regulations. Codes of practice relevant to the salon. Security practices (buildings, equipment, client/staff processes, stock, cash and equivalents, client data), PPE, Fire Regulations, Management of Health and Safety at Work Regulations, Cosmetic Products (safety) regulations, Health and Safety (First Aid) Regulations, Provision and Use of Work Equipment Regulations, Local Government (Miscellaneous Provisions) Act, Manual Handling Operations Regulations, Data Protection Act, Insurance, Disability Discrimination.



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**City & Guilds Centre Manual** contains 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

**Centre Guide – Delivering International Qualifications** contains 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

### ***Linking to this document from web pages***

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

## Useful contacts

### UK learners

General qualification information

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**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

General qualification information

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**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

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**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

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**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

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**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

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**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

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**E: [business@cityandguilds.com](mailto:business@cityandguilds.com)**

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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