Level 2 Technical Certificate in Hairdressing (6002-21)

Version 1.4 (September 2024)

Qualification Handbook

Qualification at a glance

Industry area	Hair and Beauty - Hairdressing
City & Guilds number	6002-21
Age group	16-18 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the *What is this qualification about?* section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: • One externally set, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see section 7: Grading.
Approvals	This qualification requires full centre and qualification approval
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Technical Certificate in Hairdressing	450	720	6002-21	603/0377/3

Version and Date	Change Detail	Section
June 2017 V1.1	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Branding Changes	City and Guilds Logo
February 2018 V1.2	Updated component numbers for theory exam and synoptic assignment	1. Introduction - Assessment requirements and employer involvement 5. Assessment - Summary of assessment methods and conditions, Exam specification 7. Grading - Awarding grades and reporting results
	Updated letters of support	Introduction; who supports this qualification
October 2018 V1.3	Updated content for Dry and Wet setting	Unit 204 – Topic 2.2
September 2024 v1.4	Removal of evolve onscreen exam option (007	Assessment requirements and employer involvement

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1 Introduction

What is this qualification about?

The following purpose is for the **Level 2 Technical Certificate in Hairdressing**

Area	Description
OVERVIEW	
Who is the qualification for?	This Level 2 Technical Certificate in Hairdressing aims to provide you with a range of essential and practical skills and knowledge, which will equip you to seek employment or further training within the hairdressing Industry. The skills include carrying out services such as; shampooing, conditioning, styling, dressing and setting hair, cutting and colouring. Following successful completion of this qualification you will be qualified to work in a number of employment destinations such as: hairdressing salons, hotels or cruise ships. This qualification is suitable for anyone over the age of 16 years. You don't need any previous knowledge or experience to start this qualification.
What does the qualification cover?	This qualification covers all the core skills you will need to progress to further learning and training, or to enter the world of work within the hairdressing industries. You will study the following mandatory content: • Principles of hairdressing and barbering services • Shampoo, condition and treat the hair and scalp • Style, set and dress hair • Cut hair using basic techniques • Colour and lighten hair Your centres will providers work with local employers who will contribute to the knowledge and delivery of training. The different ways in which centres could support your learning, by working with both local and national hairdressing businesses, include: • structured work-experience or work placements within their business • your attendance at classes or lectures given by industry experts

Area	Description
	• employers input into projects and exercises • employers who act as 'expert witnesses' to contribute to the assessment of your work. This practical based training is ideal preparation for gaining employment in the hairdressing industry or for further specialist study.
WHAT COULD THIS QUALIFICATION LEAD TO?	
Will the qualification lead to employment, and if so, in which job role and at what level?	Achievement of this qualification demonstrates to an employer that you have the essential skills and knowledge of health & safety and customer service to be employed as a Hairdresser. This qualification could lead to a job as a Hairdresser working in one of the following establishments: • Hairdressing salon • Hotel • Cruise Ship
Why choose this qualification over similar qualifications?	City & Guilds offers different technical certificate qualifications at Level 2 covering the skills and knowledge needed to work in the hairdressing industry within different job roles. You are likely to choose this qualification if you want to cover all of the technical skills and knowledge needed to work within the industry as a hairdresser providing a full range of services including; cutting, styling and colouring. However, if you are interested in working as a barber or specialise in key areas then you may want to consider the following: • City & Guilds Level 2 Technical Certificate for Hair Colouring Services • City & Guilds Level 2 Technical Certificate for Cutting and Styling Services • City & Guilds Level 2 Technical Certificate in Barbering
Will the qualification lead to further learning?	This qualification will allow you to progress into employment or on to a Level 3 Technical Diploma qualification such as: • City & Guilds Level 3 Advanced Technical Diploma in Hairdressing • City & Guilds Level 3 Advanced Technical Diploma in Barbering.

Area	Description
	where you can enhance the skills and knowledge that you have gained at level two to progress into senior job roles and wider career choices. This qualification could also lead you to an apprenticeship in Hairdressing. There are a current Advanced Hairdressing Apprenticeships that you could progress onto such as; • Level 3 Apprenticeship in Hairdressing There is also a new and exciting apprenticeship currently being developed, so you could progress to be an Apprentice working in a salon as a Professional Hairdresser.
WHO SUPPORTS THIS QUALIFICATION?	
Employer/Higher Education Institutions	Francesco Group Good Salon Guide Hair Council Graham Webb International Hairdressing H.O.B.O Recruitment INOAR Lee Stafford SB Hair and Beauty Ltd

Qualification structure

For the **Level 2 Technical Certificate in Hairdressing** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
201	Principles and practices of hairdressing and barbering services	90
202	Shampoo, condition and treat the hair and scalp	30
203	Cut hair using basic techniques	120
204	Style, set and dress hair	90
205	Colour and lighten hair	120

Total Qualification Time

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

Title and level	GLH	TQT
Level 2 Technical Certificate in Hairdressing	450	720

Assessment requirements and employer involvement

To achieve the **Level 2 Certificate in Hairdressing** candidates must successfully complete the mandatory assessment components

Component number	Title
Mandatory	
507	Level 2 Hairdressing - Theory exam (1)*
008	Level 2 Hairdressing - Synoptic assignment (1)*

Note – from 1 September 2023, centres may only enter candidates for the Level 2 Hairdressing - Theory exam assessments through the paper-based components (507). There is no option to take this assessment as an onscreen (evolve) exam.

Where candidates have previously successfully achieved an onscreen exam - the result will continue to count towards the Rules of Combination for this qualification.

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement	
Component number	**Title**
Mandatory	
821	Employer involvement

**Number of mandatory assessments per assessment type*

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**

Resource requirements

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

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the "*What is this qualification about?*" section are met when registering on this qualification.

Age restrictions

These qualifications are approved for learners aged 16-18, 19+

3 Delivering Technical qualifications

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of Technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for these qualifications:

Description	How to access
Sample assessments	Available on the qualification pages on the City & Guilds Website: www.cityandguilds.com
Guidance for delivery	
Guidance on use of marking grids	

4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.
[Technical qualifications] must:

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds Technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.
Centres must include in their planning a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.
As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.
Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities must relate to one or more elements of the mandatory content of this qualification.
As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.
Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.To be of most benefit this must add to, rather than replace the centre's programme of learning.
Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.
The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows[1]:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, eg a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. Eg for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the

1 Based on Technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 to 19 performance tables from 2019: technical guidance for awarding organisations, August 2016.

relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.
Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (eg the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
008	Synoptic assignment	The synoptic assignment is **externally set, internally marked and externally moderated**. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives. Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website. Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method. There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification. Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.

Component numbers	Assessment method	Description and conditions
507	Externally marked exam	The exam is **externally set and externally marked**, and is taken as a paper based test (507). The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations** The exam specification shows the coverage of the exam across the qualification content. Candidates who fail the exam at the first sitting will have **one** opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds Technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to plan and carry out a range of hairdressing services on more than one client in a salon environment, over a period of 6 hours. This will require the candidate to use their skills and knowledge of a range of services from across the qualification, including cutting and

colouring. The candidate will be required to draw from their knowledge and understanding across the range of the qualification content to effectively carry out the services, including client care, promotion and selling and the provision of aftercare advice. There will be a separate evaluation task of one hour.

External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included to go into more depth, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.
Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.
The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Knowledge of influencing factors, different types of tests, hair classifications and their characteristics: Health and Safety working practices, personal presentation and hygiene, legislation. Methods of using techniques, tools and equipment.	20%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Interpretation of outcomes of hair, scalp and skin analysis and tests. Adaptations required when selecting and using techniques, tools, equipment and products across all services.	15%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Client consultation including tests, and skin and hair analysis. Application of techniques across services. Control and use of tools, equipment and products. Promotion and selling of services and products.	25%

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Completion of services within realistic timescales. Professional working with colleagues and clients. Creation of finished look. Consideration of influencing factors and client requirements.	25%
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Preparation for services, methodical working, positioning of self and client. Checking accuracy and progress of services, weight distribution and balance. Refinement of finished look.	15%

Exam specification

AO weightings per exam

Assessment objective	Exam 507 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	30%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	51%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	19%

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam*
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D

507	Duration: 160 minutes		
Unit	**Outcome**	**Number of marks**	**%**
201	1.Work safely in the salon/barbershop	21	26
	2. Understand hair, skin and scalp analysis		

507	Duration: 160 minutes		
	3.Understand communication techniques and expected behaviours in the salon/barbershop		
	4. Advise clients and make recommendations throughout the service		
202	2. Shampoo and condition hair	10	13
203 &204	1.(unit 204) Prepare for styling and finishing hair	14	17
2	2. (unit 203) Cut hair to achieve a variety of looks		
205	1. Prepare to colour and lighten	20	25
	2. Colour and lighten hair to achieve a variety of looks		
N/A	Integration across the units	15	19
	Total	**80**	**100**

This exam is sat under invigilated examination conditions, as defined by the JCQ: http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

Entry for exams can be made through the City & Guilds Walled Garden

6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.
City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work[2] the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

2 For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.
City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 2 Technical Certificate in Hairdressing** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
008	45

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment (008)	X/P/M/D	60%
Exam (507)	X/P/M/D	40%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment: 60%	6	12	18
Exam: 40%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:
- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to Section 2: Centre requirements in this handbook.
To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:
- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to:
- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals** page of the City & Guilds website at **www.cityandguilds.com**.

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments once only. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments.*

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available

on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, A guide to the special consideration process. This document is available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Unit 201 Principles and practices of hairdressing and barbering services

Unit level:	Level 2
GLH:	90

What is this unit about?

The purpose of this unit is to provide learners with an understanding of working practices within the hairdressing and barbering industries. They will be able to comply with relevant legislation, work professionally and follow safe working practices. Learners will develop the skills required to conduct themselves in a professional manner. They will learn how to communicate with clients and colleagues and will be encouraged to identify the attributes that can be used to make themselves more desirable to future employers. Learners will understand the importance of the client consultation process and how to ascertain the individual needs of clients and how to recommend services and products.

Learners may be introduced to the unit by asking themselves questions such as:
- How can I keep myself and others safe whilst at work?
- What can I do to ensure I am displaying a professional attitude at all times?
- What do I have to consider in order to make my clients' experience a positive one?

Learning outcomes

In this unit, learners will be able to

1 Work safely in the salon/barbershop
2 Understand hair, skin and scalp analysis
3 Understand communication techniques and expected behaviours in the salon/barbershop
4 Advise clients and make recommendations throughout the service

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others; organising their time and responding positively to different situations.

Learning outcome

1 Work safely in the salon/barbershop

Topics

1.1 Safe working practices
1.2 Legislation relevant to hairdressing and barbering
1.3 Environmental and sustainable working practices
1.4 Preparation for services

Depth

Topic 1.1

The importance of following health and safety and working safely to prevent injuries, accidents and cross infection

Safe working practices

- Hazards and risks which exist in the work area
- The importance of risk assessments
- Procedures for storage and handling of chemical products
- Industry hygiene and safety practices to include sterilisation, sanitisation, cleaning and disinfection
- Maintenance of safe environmental conditions (lighting, ventilation, temperature, positioning of equipment)
- Sustainable working practices (minimising pollution, reducing and managing waste, reducing energy usage)
- Ensure equipment is clean and safe to use (PAT testing, trailing wires, secure plugs)
- Workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- The importance of correct posture and working techniques to minimise fatigue and risk of injury
- Procedures for dealing with spillages (water, chemicals)
- Disposal of waste products safely (contaminated and non-contaminated waste)
- Storage and handling of products containing chemicals
- Use of PPE (goggles, mask, gloves, aprons)

Signs of contact dermatitis and the importance of following working practices that minimise the risk of developing

Topic 1.2

The impact of legislation on working practices in hairdressing and barbering

Health & safety legislation

- Health and Safety at Work Act (HASAWA)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Personal Protective Equipment Regulations
- The Health and Safety (First Aid) Regulations
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protections Act
- The Management of Health and Safety at Work Regulations
- Workplace regulations (Health, Safety & Welfare)
- The Health and Safety (Information for Employees) Regulations
- Regulatory Reform Order (Fire Safety) Consumer/employee legislation

Consumer/employee legislation

- The Equality Act
- The Data Protection Act
- Consumer Rights Act
- Working Time Regulations

Topic 1.3

Methods of working that promote environmental and sustainable practices

- Reducing and managing waste
- Reducing energy and other resources
- Recycling and eco- friendly products

Topic 1.4

The importance of preparing self and client taking into account the needs of each service

- Protective personal equipment
  - Apron
  - Masks
  - Goggles
  - Gloves
- Protective equipment for the client
  - Gown
  - Towel
  - Cutting collar
  - Plastic cape

Learning outcome

2 Understand hair, skin and scalp analysis

Topics

2.1 Structure and function of the hair and skin
2.2 Characteristics and classifications of the hair
2.3 Hair, skin and scalp disorders

Depth

Topic 2.1

Structure and function of the hair

- Cuticle
- Cortex
- Medulla.

Structure and function of the skin

- Epidermis
- Dermis
- Sweat gland
- Sebaceous gland
- Blood capillaries
- Hair bulb
- Arrector pili muscle
- Hair follicle
- Dermal papilla.hair sha

Topic 2.2

Types of hair characteristics and their impact on services

- Density
- Texture
- Elasticity
- Porosity
- Condition
- Growth patterns
- Hair growth cycle
- average rate of hair growth

Types of classifications and their impact on services

- Type 1 – Straight hair
- Type 2 – Wavy hair
- Type 3 – Curly hair
- Type 4 – Very curly hair

Topic 2.3

Types, characteristics of contra-indications, and the impact of these on services:

- Infections and Infestations
  - Ring worm
  - Impetigo
  - Scabies
  - Folliculitis
  - Pityriasis capitis/Dandruff
  - Ingrowing hair
  - Pediculosis capitis / Head lice

- Adverse hair, skin and scalp conditions and their impact on services
  - Eczema
  - Alopecia
  - Psoriasis
  - Scars/ Keloid scarring
  - Moles
  - Cysts
  - Fragilitas Crinium
  - Skin tags

Learning outcome

3 Understand communication techniques and expected behaviours in the salon/barbershop

Topics

3.1 Communication in the salon/barbershop
3.2 Behaviours and values expected of a hairdresser/barber

Depth

Topic 3.1

Methods of communicating professionally with clients and colleagues

- Verbal communication
  - Language used
  - Confident attitude
  - Tone of voice
- Listening techniques
- Body language
  - Posture
  - Eye contact
  - Facial expressions
  - Visual aids
  - Images (magazines style books, images online)
  - Colour chart

The purpose of questioning and listening skills

- Identify client requirements
- Encourage and allow time for client to ask questions
- Avoid misunderstandings
- Build relationships with clients and colleagues
- Check well-being and comfort

Methods of gaining client information

- Open questions – identifying requirements and initiating conversation
- Closed questions – confirming requirements, recommendations and concluding conversations
- Discussion – gathering specific information, drawing information out of clients who are not forthcoming

Importance of effective communication on salon/barbershop reputation

Topic 3.2

Behaviours that ensure that clients receive a positive impression of both the salon/ barber shop and the individual

- Professional appearance
- Personal hygiene
- Respecting and valuing clients (not discriminating)
- Adapting own behaviour to meet client behaviours and needs

Behaviours for working with colleagues and contributing to the effectiveness of the salon/barber shop

- Situations of when to ask for help
- Willingness to learn and improve own performance
- Positive, supportive and flexible approach to working
- Reporting and dealing with problems
- Collaborative working to achieve objectives
- Respond to feedback
- Dealing with differences of opinion or conflict
- Managing own time in line with organisation and Industry standards for services.

Learning outcome

4 Advise clients and make recommendations throughout the service

Topics

4.1 Consult with clients
4.2 Agree services and products with clients
4.3 Provide aftercare, advice and recommendations
4.4 Create and promote retail opportunities

Depth

Topic 4.1

Identify clients' requirements

- Use of observation
- Use questioning
- Use of visual aids

Conduct visual checks to meet specified procedures

- Identify factors that limit or affect the products and services that can be offered.
- Adverse hair, skin and scalp conditions
- Incompatibility of previous services and products used
- Client's lifestyle
- Conduct tests as necessary taking in to consideration service requirements
- Identify and report problems as necessary

Topic 4.2

Provide advice to clients and agree products and services

- Make recommendation
- Agree services and products
- Confirm cost and duration

The importance of

- Giving the client realistic expectations in line with legal requirements
  - Cosmetic Products Regulations
  - Consumer Contracts Regulations
  - Trade Descriptions Act
  - Consumer Protection legislation
- Completing client records and their legal significance
- Gaining client consent for services
- Confirming client satisfaction

Topic 4.3

Aftercare and recommendations

- How to maintain their look
- Time interval between services
- Present and future products and services.

Topic 4.4

Create and promote retail opportunities

- Identify product and services to meet the clients needs
- Describe features and benefits of a range of products
- Provide demonstration of products where possible
- Interpret buying signals – when the client is not ready to buy
  - Avoiding eye contact
  - Quick movements

- Handling products with little interest
- Making excuses why they don't want to buy yet
- Studying lots of different products

- Interpret buying signals- when the client is ready to buy
  - Spending time focussing on one product or treatment
  - Asking specific questions about a product or treatment
  - Discussing a price
  - Holding money/purse/wallet
  - Displaying positive body language
- Close sales

Guidance for delivery

This is mainly a theory unit which must be totally embedded across all the practical units in this qualification. Learning outcome 4 incorporates practical skills relating to advising and consulting with clients which must be taught alongside all the practical units. It covers all aspects relating to preparation of the environment, stylist/barber and clients, health and safety, communication, and working to high professional industry standards as well as underpinning theory for hair and scalp analysis.

This unit is designed to provide the learner with an understanding of the expected industry standards and acceptable behaviours such as punctuality, positive attitude and enthusiasm.

For this unit it is important that the learners are quickly introduced to working with members of the public/potential clients so that they may become confident in their approach and have opportunity to practice and hone their client care and consultation techniques. Similarly it is important that learners are given the opportunity to practice their team working skills in a salon environment which will also give them the opportunity to demonstrate the behaviours required for professional conduct with both clients and colleagues.

All learning outcomes will need to be taught as a mixture of practical and classroom based delivery. The unit introduces the learner to consultation, the focus being on the different stages of this process. Hair and skin testing is delivered in this unit, but please note that the full depth and breadth of tests for specific services are referenced in full in the other technical units as is consultation.

When delivering this unit tutors are encouraged to use a range of teaching and learning techniques including – discussion, demonstration, interactive and visual resources such as books, images, IT, group work and role play.

Learners should be encouraged to work independently, in partnerships and in groups to complete tasks. This will ensure that learners will be able to work as an individual and as part of a team to fulfil employer expectations for a rounded employee. Learners will require guidance and support through this unit to ensure that they can provide professional hairdressing and barbering services and can follow safe practices and current relevant legislation.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent stylists/barbers. Gaining a variety of views, opinions and experiences from media such as books, magazines, newspapers, the internet, television programs and research papers allows the learner opportunity to engage in CPD.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

Books

The City & Guilds Textbook: Level 2 Diploma in Hairdressing and Barbering Textbook (2nd edition)
ISBN: 9780851933276

Websites

Jisc https://www.jisc.ac.uk/hairdressing-training

Additional resources

- City & Guilds MHD Academy - Advise & consult, Effectiveness, Salon reception, My knowledge

Unit 202 Shampoo, condition and treat the hair and scalp

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to develop the knowledge and skills needed to provide shampooing and conditioning services. In this unit learners will work towards industry standards required in professional hairdressing services.

The unit introduces learners to the role of science in the service as well as understanding how the different types of products, equipment and techniques can be adapted to the needs of the client. Learners will also develop and hone their practical skills in providing shampooing and conditioning services using the appropriate massage techniques.

Learners may be introduced to the unit by asking themselves questions such as:
- What hair and scalp conditions might my client have?
- What are the different products I can use?
- What is the correct method for applying shampoo and conditioning products?

Learning outcomes

In this unit, learners will be able to

1 Prepare to shampoo and condition hair

2 Shampoo and condition hair

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures to include the use of appropriate PPE for themselves and the client as well demonstrate correct positioning of themselves and the client to suit the needs of the service.

Learning outcome

1 Prepare to shampoo and condition hair

Topics

1.1 Prepare self, client and work area
1.2 Consult with clients and analyse hair and scalp
1.3 Select products and equipment

Depth

Topic 1.1

Prepare working areas taking into account health and safety requirements and environmental conditions

- Work area
  - Shampoo area
- Client
  - Towel
  - Gown
  - Shoulder cape
- Position of self and client

Importance of:

- Stylist and client positioning during the shampoo service
- Following correct working practices for the prevention of Contact Dermatitis

Topic 1.2

Consult with client, analyse hair, inspect scalp and make recommendations based on client requirements and the condition of the hair and scalp.

- Presence of contra-indications
- Hair and scalp conditions
  - Damaged
  - Product build up

- Normal
- Oily
- Dry
- Dandruff affected
- Sensitive

Topic 1.3

Select products and equipment taking into consideration the hair and scalp analysis and service requirements.

- Shampoos
- Conditioning products
  - Surface
  - Penetrating
  - Scalp treatment
- Tools and equipment

Effects on the hair and scalp of

- Shampooing and conditioning products
- Incorrect use of shampooing products and conditioning products

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Learning outcome

2 Shampoo and condition hair

Topics

2.1 Scientific effects
2.2 Principles of massage techniques
2.3 Shampoo and condition hair
2.4 Provide aftercare, advice and recommendations to the client

Depth

Topic 2.1

The relationship between science and shampoo and conditioning services

- How shampoo and water act together to cleanse the hair
- The effects of water temperature on
  - The scalp
  - The structure of the hair
- How pH values of products affect the hair and scalp
- How the 'build up' of products can affect
  - The hair and scalp
  - Other services

- How the application of heat during treatments affect
  - The scalp
  - The structure of the hair

Topic 2.2

Purpose and benefits of scalp massage and when to adapt techniques

- Shampooing
  - Rotary
  - Effleurage
  - Friction
- Conditioning
  - Effleurage
  - Petrissage

Topic 2.3

Adapt the service to meet the needs of the clients' hair, scalp and comfort.

- Water temperature and flow
- Use of massage techniques
- Monitoring and timing the development of conditioning products
- Removal methods for
  - Products
  - Excess water
- Preparation for next service

The importance of

- De-tangling the hair from point to root
- Repeating the shampooing process if required
- Removing conditioning and treatment products
- Adapting methods to remove excess water from the hair

Topic 2.4

Aftercare, advice and recommendations

- Correct detangling techniques
- Suitable shampoos, conditioning products
- Time interval between services
- Present and future products and services

Guidance for delivery

For this unit it is important that the learners are quickly introduced to working with members of the public/potential clients so that they may become confident in their approach and have opportunity to practice and hone their client care and consultation techniques.

This unit should be taught mainly in a salon environment in order to develop practical skills. This should be supported by classroom delivery in order to reinforce the theory requirements. It is recommended that tutors provide demonstrations, including indications for benefits and uses of appropriate products. Learners should be given the opportunity to practice on live models.

A range of clients and products are essential to ensure learners have the breadth of knowledge to make informed choices when carrying out services across the range of hair and scalp conditions. It is recommended that learners are exposed to a range of tools and equipment when carrying out services.

This unit should be taught alongside the Principles and practices of hairdressing and barbering services (unit 201) as it provides the underpinning knowledge which must be embedded across all units in this qualification.

Learning outcomes 1 and 3 from 201 provide the knowledge and understanding of safe and sustainable working practices as well as communication and behaviours. These are fundamental aspects of all services and should therefore be firmly embedded across all topics in this unit.

Learning outcome 2 from 201 provides the knowledge and understanding required for analysing hair such as the break down of hair characteristics, and hair classifications, as well as the structure and function of the hair and scalp. This will support the delivery of topics 1.2 and 2.3 of this unit.

Learning outcome 4 from 201 delivers the practical skills for advising and consulting with clients and should be embedded in the delivery of topics 1.2 and 2.4 of this unit

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

Books

The City & Guilds Textbook: Level 2 Diploma in Hairdressing and Barbering Textbook (2nd edition)
ISBN: 9780851933276

Websites

Jisc https://www.jisc.ac.uk/hairdressing-training

Additional resources

- City & Guilds MHD Academy –Shampoo and condition hair My knowledge

Unit 203 Cut hair using basic techniques

Unit level:	Level 2
GLH:	120

What is this unit about?

The purpose of this unit is to provide learners with the skills and knowledge to cut hair using basic techniques.

Cutting hair is one of the most popular services provided by salons and often considered to be the foundation for styling hair and providing other services. In order to cut hair well and to provide shape and structure the professional hairdresser needs to have a combination of good technique, excellent communication skills and some degree of creativity.

This unit enables the learner to develop the cutting skills that will equip them with a sound foundation from which they can create a variety of looks. In this unit learners will work towards industry standards to develop the skills and techniques required to deliver a professional service. Learners will develop and hone their cutting skills by gaining practical experience in using different techniques.

To complete this unit, learners will be required to create a variety of haircuts taking into account factors that may impact the service.

Learners may be introduced to the unit by asking themselves questions such as:
- What are the different looks I can create when cutting hair?
- How can I use tools to better my technique?
- How do different types of hair affect the client's hair cut?

Learning outcomes

In this unit, learners will be able to

1 Prepare to cut hair

2 Cut hair to achieve a variety of looks

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures.

Learning outcome

1 Prepare to cut hair

Topics

1.1 Prepare self, client and work area
1.2 Consult with clients and analyse hair
1.3 Select tools and equipment

Depth

Topic 1.1

Prepare working areas taking into account health and safety requirements and environmental conditions

- Work area
  - Trolley
  - Work station
  - Cutting stool
- Client
  - Gown
  - Towel
  - Cutting collar
- Position of self and client

Importance of stylist and client positioning during the cutting service

Topic 1.2

Consult with client, analyse hair and make recommendations based on client requirements and influencing factors.

Conduct tests

- Elasticity
- Porosity

Influencing factors

- Hair classifications

- Hair characteristics
- Client features
- Head, face and body shape
- Facial features
- Hair growth patterns
- Alopecia
- Client lifestyle

Topic 1.3

Types of tools and equipment, their purpose and the effects achieved

- Scissors
- Cutting comb
- Thinning scissors/razors
- Sectioning clips

Select tools and equipment taking into account the desired look, cutting technique and any influencing factors.

- Wet hair
- Dry hair

Methods for maintaining tools and equipment

Learning outcome

2 Cut hair to achieve a variety of looks

Topics

2.1 Cut hair using different techniques
2.2 Provide aftercare advice and recommendations to clients

Depth

Topic 2.1

Use and adapt different cutting techniques to achieve a variety of looks

- Cutting techniques
  - Club cutting
  - Freehand
  - Scissor over comb
  - Texturizing
- Different looks
  - one length
  - uniform layer
  - short graduation

- long graduation
- with fringe

The effects of

- Different cutting techniques
- Different cutting angles and their impact on distribution balance and degree of graduation

Methods of working when cutting hair and their importance in achieving the desired look

- Establish and follow guidelines when cutting
- Maintain and adapt tension throughout the cut
- Control and use of tools
- Check weight, balance and shape throughout the cutting service

The importance of

- The control and use of tools and equipment
- Considering when to cut hair wet or dry
- Keeping hair damp when cutting wet hair
- Following guidelines and applying the correct degree of tension
- Cross checking the cut
- Removing unwanted hair outside the desired outline shape

Topic 2.2

Aftercare advice and recommendations:

- How to maintain look
- Time interval between services
- Present and future services
- Retail opportunities

Guidance for delivery

It is recommended that this unit will be largely taught in a salon environment but supported by classroom delivery. . Learners are encouraged to visit salons, industry exhibitions, competitions or seminars in order to research and observe different looks and the application of different techniques.

When delivering this unit tutors are encouraged to use a range of teaching and learning techniques including – discussion, demonstration, interactive and visual resources such as books, images, IT, group work e.g. role play. For learning outcome 2 it is recommended that tutors provide demonstrations of different looks. Learners should be given the opportunity to practice the techniques on training heads to gain confidence before progressing onto clients. A range of clients is essential to enable the learners to cover the different influencing factors in the unit.

Tutors should encourage learners to take photographs of their work on completion to enhance their employability skills and showcase their work.

This unit should be taught alongside the Principles and practices of hairdressing and barbering services (unit 201) as it provides the underpinning knowledge which must be embedded across all units in this qualification.

Learning outcomes 1 and 3 from 201 provide the knowledge and understanding of safe and sustainable working practices as well as communication and behaviours. These are fundamental aspects of all services and should therefore be firmly embedded across all topics in this unit.

Learning outcome 2 from 201 provides the knowledge and understanding required for analysing hair such as the break down of hair characteristics, and hair classifications, as well as the structure and function of the hair and scalp. This will support the delivery of topics 1.2 and 2.1 of this unit.

Learning outcome 4 from 201 delivers the practical skills for advising and consulting with clients and should be embedded in the delivery of topics 1.2 and 2.2 of this unit

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

Books

The City & Guilds Textbook: Level 2 Diploma in Hairdressing and Barbering Textbook (2nd edition)
ISBN: 9780851933276

Websites

Jisc https://www.jisc.ac.uk/hairdressing-training

Unit 204 Style, set and dress hair

Unit level:	Level 2
GLH:	90

What is this unit about?

The purpose of this unit is for learners to develop the skills and knowledge needed to style, set and dress hair.

Styling, setting and dressing are essential skills for the professional hairdresser. A good professional should be able to manipulate and shape hair of different lengths and densities, demonstrating a high degree of manual dexterity.

The unit covers the current techniques for blow drying, finger drying, setting, dressing and hair up. Learners will be given the opportunity to practice these techniques gaining practical experience in creating a variety of looks. They will also be introduced to the relevant underpinning knowledge.

Learners may be introduced to the unit by asking themselves questions such as:
- What are the different looks I can create when styling hair?
- What are the different looks I can create when putting up hair?
- What are the different techniques for setting hair?

Learning outcomes

In this unit, learners will be able to

1 Prepare for styling and finishing hair

2 Style, set and dress hair to achieve a variety of looks

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures. Learners must also be familiar with manufacturer's instructions on the use of the specific styling and finishing products.

Learning outcome

1 Prepare for styling and finishing hair

Topics

1.1 Prepare self, client and work area
1.2 Consult with clients and analyse hair
1.3 Scientific effects of drying services
1.4 Select products, tools and equipment

Depth

Topic 1.1

Prepare working areas taking into account health and safety requirements and environmental conditions

- Work area
  - Work station
  - Gown
- Client
  - Towel
  - Gown
- Position of self and client

Importance of stylist and client positioning during the service

Topic 1.2

Consult with the client and analyse hair and make recommendations based on client requirements and influencing factors

- Conduct tests
  - Elasticity
  - Porosity
- Influencing factors
  - Hair characteristics

- Hair classifications
- Hair cut
- Hair growth patterns
- Alopecia
- Hair extensions
- Head and face shape
- The occasion for which the style is required

Topic 1.3

Relationship between science and drying services

- The effects of
  - humidity on the hair
  - heat on the hair structure
  - air flow during styling
  - heat protectors on the hair structure

- The importance of
  - Adapting temperature of equipment to different hair types.
  - Allowing hair to cool prior to finishing

Topic 1.4

Types of products, tools and equipment, their purpose and the effects achieved

- Products
  - Heat protectors
  - Sprays
  - Mousse
  - Creams
  - Gels
  - Serums
  - Wax
  - Setting lotions
- Tools and equipment
  - Hand dryer
  - Attachments
  - Round brush
  - Flat brush
  - Heated styling equipment
  - Rollers
  - Combs
  - Pin curl clips
  - Brushes
  - Grips and pins

Select products tools and equipment taking into account the desired look and any influencing factors

Learning outcome

2 Style, set and dress hair to achieve a variety of looks

Topics

2.1 Dry hair using different techniques
2.2 Set hair using different techniques
2.3 Dress and put hair up using different techniques
2.4 Provide aftercare, advice and recommendations to clients

Depth

Topic 2.1

- Use and adapt different drying techniques to create a variety of looks
- Blow dry finish
  - Straightening
  - Smoothing
  - Creating volume
  - Creating movement
  - Creating curl
- Finger drying

Effects of

- Using products
- Using styling brushes
- Using styling attachments

Methods of working when drying hair and their importance in achieving the desired look

- Sectioning of hair
- Keeping the hair damp throughout the drying process
- Control of different hair lengths and maintaining tension
  - Above shoulder
  - Below shoulder
  - One length
  - Layered
- Finishing dried look
  - Use of heated styling equipment
  - Back combing and back brushing techniques
  - Application of finishing products
  - Visual checks
- Minimising the risk of damage to hair length and client discomfort

Topic 2.2

Use and adapt different setting techniques to create a variety of looks.

- Wet Setting techniques
  - Rollering: use of rollers with pins
  - Spiral curling: use of spiral curlers / Molten Browners
  - Pin curling: pin-curl clips
  - Wrap setting: appropriate material to hold the hair in place.

- Dry Setting techniques
  - Heated rollers/spirals
  - Tongs, wands,crimpers or straighteners to create spiral curls
  - Velcro rollers
  - Blow drying and rollering hair into curls and securing with pin-curl clips.

Effects of

- Curling on and off base
- Angle of winding
- Wrap-setting hair

Methods of working when setting hair and their importance in achieving the desired look

- Sectioning and winding
  - Point to point
  - Root to point
  - On base
  - Off base
  - Directional
  - Brick
- Removing setting items

Topic 2.3

Use and adapt different techniques for dressing a set look.

- Dressing and hair up techniques
  - Curls
  - Smoothing
  - Rolls
  - Back-combing and/or back -brushing

Methods of working when dressing hair and their importance in achieving the desired look

- Removing section marks
- Visual checks
- Minimising the risk of damage to hair and client discomfort

Topic 2.4

Aftercare advice and recommendations

- How to maintain their look
- Time interval between services
- Present and future products and services
- Retail opportunities

Guidance for delivery

It is recommended that this unit will be largely taught in a salon environment but supported by classroom delivery. . Learners are encouraged to visit salons, industry exhibitions, competitions or seminars in order to research and observe different looks and the application of different techniques.

When delivering this unit tutors are encouraged to use a range of teaching and learning techniques including – discussion, demonstration, interactive and visual resources such as books, images, IT, group work e.g. role play. For learning outcome 2 it is recommended that tutors provide demonstrations of different techniques. Learners should be given the opportunity to practice the techniques on training heads to gain confidence before progressing onto clients. A range of clients and products are essential to ensure learners have the breadth of knowledge to make informed choices when styling, setting and dressing hair

Wrap setting is when hair is wound clockwise or anti-clock wise so that the contours of the head form the finished shape of the hair.

Tutors should encourage learners to take photographs of their work on completion to enhance their employability skills and showcase their work.

This unit should be taught alongside the Principles and practices of hairdressing and barbering services (unit 201) as it provides the underpinning knowledge which must be embedded across all units in this qualification.

Learning outcomes 1 and 3 from 201 provide the knowledge and understanding of safe and sustainable working practices as well as communication and behaviours. These are fundamental aspects of all services and should therefore be firmly embedded across all topics in this unit.

Learning outcome 2 from 201 provides the knowledge and understanding required for analysing hair such as the break down of hair characteristics, and hair classifications, as well as the structure and function of the hair and scalp. This will support the delivery of topics 1.2, 2.1-2.3 of this unit.

Learning outcome 4 from 201 delivers the practical skills for advising and consulting with clients and should be embedded in the delivery of topics 1.2 and 2.4 of this unit

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

Books

The City & Guilds Textbook: Level 2 Diploma in Hairdressing and Barbering Textbook (2nd edition)

Websites

Jisc https://www.jisc.ac.uk/hairdressing-training

Additional resources

- City & Guilds MHD Academy Style & Finish – Set & Dress - My knowledge

Unit 205 Colour and lighten hair

Unit level:	Level 2
GLH:	120

What is this unit about?

The purpose of this unit is for learners to develop their knowledge and skills in providing colour and lightening services. In today's market colouring is a very popular and diverse area of the hairdressing industry. The hairdressing professional needs to be aware of current trends and practices as well as have an eye for colour and an aptitude for precision working.

Learners will gain practical experience in providing services to clients, conducting tests and making recommendations on service. They will be expected to adapt the service in accordance with any contra-indications and influencing factors. In addition to the skills development, the unit will cover the role of colour theory, the principles behind colour and product selection as well as the effects of different products.

Learners may be introduced to the unit by asking themselves questions such as:
- What type of images can I create with colour?
- What are the different types of products that are used?
- What are the different types of tests that are used in colour and lightening services?

Learning outcomes

In this unit, learners will be able to

1 Prepare to colour and lighten

2 Colour and lighten hair to achieve a variety of looks

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures. Learners must also be familiar with manufacturer's instructions on the use of specific products for skin testing.

Learning outcome

1 Prepare to colour and lighten

Topics

1.1 Prepare self, client and work area
1.2 Consult with clients and analyse hair
1.3 Scientific effects of colour and lightening
1.4 Select colour and products

Depth

Topic 1.1

Prepare working areas taking into account health and safety requirements and environmental conditions.

- Work area
  - Work station
  - Trolley
- Client
  - Towel
  - Gown
  - Plastic/disposable caps
- Position of self and client

Importance of stylist and client positioning during colouring services

Topic 1.2

Consult with the client and, analyse hair and make recommendations based on client requirements and influencing factors.

- Contra-indications
  - History of previous allergic reaction to colouring products
  - Other known allergies
  - Skin disorders
  - Incompatible products

- Medical advice or instructions
- Evident hair damage
- Age restrictions

- Influencing factors
  - Hair classifications
  - Hair characteristics
  - Temperature
  - Existing colour of hair
  - Percentage of white hair
  - Test results
  - Strength of hydrogen peroxide
  - Hair length
  - Skin tone
  - Time interval from last chemical service
  - Recent addition or removal of hair extensions
- Conduct tests
  - Skin
  - Incompatibility
  - Porosity
  - Elasticity
  - Test cutting
- Recording of tests and their importance

Impact of test results on colouring services

- Potential consequences of failing to carry out tests
- Results and how they influence the colouring and lightening
- Courses of action to take in the event of adverse test reactions

Topic 1.3

Relationship between science and colouring products

- How colouring and lightening products change the hair structure
- The effects of temperature on the application and development of products
- The effects of different strengths of hydrogen peroxide on the levels of lift
- How porosity levels can influence the choice and application of products and final result
- How natural pigment impacts on the colour process

Topic 1.4

Select and prepare products, tools and equipment taking into account the desired look and any influencing factors.

- Materials, tools and equipment required
- Products
  - Semi-permanent
  - Quasi-permanent
  - Permanent
  - Lighteners
  - Toners

Considerations which can affect preparation and colour selection

- Type of products, their characteristics and effects achieved
- Methods of using different types of lighteners and toners
- Requirement for pre-lightening
- Following manufacturers instruction when measuring and mixing products
- Potential risks of using lightening products on previously chemically treated hair
- Current legal requirements and guidance relating to age restrictions for colouring and lightening services
- Using powder and other lighteners(on and off scalp application)
- Principles of
- International colour chart (ICC)
    - Tone
    - Depth

Learning outcome

2 Colour and lighten hair to achieve a variety of looks

Topics

2.1 Colour and lighten hair using different techniques
2.2 Remove products and materials
2.3 Provide aftercare advice and recommendations

Depth

Topic 2.1

Use and adapt different colouring and lightening techniques to achieve a variety of looks

- Colour and lightening techniques
    - Full head application of quasi-permanent
    - Regrowth application of permanent colour
    - Regrowth using a refreshing technique for mid-lengths and ends
    - Full head application of permanent colour
    - Woven highlights and or lowlights
    - Pulled through highlights and or lowlights

Methods of working when colouring and lightening hair and their importance in achieving the desired look

- Sectioning hair
- Monitoring and development
    - Strand test
    - Timing

Problems that occur when applying colour their causes, resolutions and when to report

- Skin staining
- Uneven coverage
- White hair coverage
- Seepage
- Under processing
- Over processing
- Allergy and scalp sensitivity
- Deterioration of hair condition

Topic 2.2

Remove products and materials to finish the service.

- Removal of
  - products
  - materials

Importance of

- Emulsifying colour prior to removal
- Restoring hair's pH balance after the service
- Not disturbing areas still processing when removing product

Problems that occur when removing colour their causes, resolutions and when to report:

- Colour bleed
- Disturbance of areas still in development
- Over processing

Topic 2.3

Aftercare, advice and recommendations

- How to maintain their colour
- Time interval between services
- Present and future products and services
- Retail opportunities

Guidance for delivery

This unit should be taught mainly in a salon environment in order to develop practical skills. This should be supported by classroom delivery in order to reinforce the theory requirements. Learners are encouraged to visit salons/barbershops, industry exhibitions, competitions or seminars in order to research and observe different looks and the application of different techniques.

When delivering this unit tutors are encouraged to use a range of teaching and learning techniques including – discussion, demonstration, interactive and visual resources such as books, images, IT, group work eg role play. For learning outcome 2 it is recommended that tutors provide demonstrations using a wide range of techniques and products. Learners should be given the opportunity to practice the techniques on training heads and peers to gain confidence before progressing onto clients. A range of clients, products and materials are essential to ensure learners have the breadth of knowledge to make informed choices when carrying out colour and lightening services.

Please note that for sensitivity tests individual manufacturer's instructions should be followed.

For the purpose of Pulled through highlights and or lowlights the following can be used

- Combs
- Spatula
- Cap
- Foil or film pull-through strips
- Cones

This unit should be taught alongside the Principles and practices of hairdressing and barbering services (unit 201) as it provides the underpinning knowledge which must be embedded across all units in this qualification.

Learning outcomes 1 and 3 from 201 provide the knowledge and understanding of safe and sustainable working practices as well as communication and behaviours. These are fundamental aspects of all services and should therefore be firmly embedded across all topics in this unit.

Learning outcome 2 from 201 provides the knowledge and understanding required for analysing hair such as the break down of hair characteristics, and hair classifications, as well as the structure and function of the hair and scalp. This will support the delivery of topics 1.2, 2.1 and 2.2 of this unit.

Learning outcome 4 from 201 delivers the practical skills for advising and consulting with clients and should be embedded in the delivery of topics 1.2 and 2.3 of this unit.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

Suggested learning resources

Books

The City & Guilds Textbook: Level 2 Diploma in Hairdressing and Barbering Textbook (2nd edition)

ISBN: 9780851933276

Websites

Jisc https://www.jisc.ac.uk/hairdressing-training

Additional resources

- City & Guilds MHD Academy -Colour & Lighten - My knowledge

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.

Centre Manual - Supporting Customer Excellence 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:

- 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.

Appendix 2 Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
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	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	**E: business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	

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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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