

# **Level 2 Technical Certificate for Hair Colouring Services (6002-23)**

**Version 1.3 (October 2018)**

**Qualification Handbook**

## Qualification at a glance

<b>Industry area</b>	Hair and Beauty - Hairdressing
<b>City &amp; Guilds number</b>	6002-23
<b>Age group</b>	16-18, (Key Stage 5), 19+
<b>Entry requirements</b>	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
<b>Assessment</b>	<p>To gain this qualification, candidates must successfully achieve the following assessments:</p> <ul style="list-style-type: none"> <li>• One externally set, externally moderated assignment</li> <li>• One externally set, externally marked exam, sat under examination conditions</li> <li>• Optional unit assessments as required</li> </ul>
<b>Additional requirements to gain this qualification</b>	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
<b>Grading</b>	<p>This qualification is graded Pass/Merit/Distinction/Distinction*</p> <p>For more information on grading, please see Section 7: Grading</p>
<b>Approvals</b>	This qualification requires full centre and qualification approval
<b>Support materials</b>	<p>Sample assessments</p> <p>Guidance for delivery</p> <p>Guidance on use of marking grids</p>
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
<b>External quality assurance</b>	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 for Hair Colouring Services	360	600	6002-23	603/0351/7

Version and Date	Change Detail	Section
Jun 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
October 2018 V1.3	Updated content for Dry and Wet setting	Unit 207 - Topic 2.2

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# 1 Introduction

## What is this qualification about?

The following purpose is for the **Level 2 Technical Certificate for Hair Colouring Services (6002-23)**

Area	Description
OVERVIEW	
Who is the qualification for?	<p>This Level 2 Technical Certificate for Hair Colouring Services aims to provide you with essential technical practical skills and knowledge, which will equip you to seek either further training or employment as a junior colourist providing colouring and other chemical services within the hairdressing Industry. The skills include carrying out services such as: shampooing, colouring and lightening the hair and styling and finishing services.</p> <p>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.</p> <p>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.</p>
What does the qualification cover?	<p>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 industry. You will study the following mandatory content:</p> <ul style="list-style-type: none"><li>• Principles of hairdressing and barbering services</li><li>• Colouring and lightening hair</li><li>• Styling and finishing services</li></ul> <p>Depending on local employers needs optional areas include</p> <ul style="list-style-type: none"><li>• Perm and neutralise hair</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Relax hair</li></ul> <p>Your centres 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:</p> <ul style="list-style-type: none"><li>• structured work-experience or work-placements within</li></ul>

Area	Description
	<p>their business</p> <ul style="list-style-type: none"> <li>•your attendance at classes or lectures given by industry experts</li> <li>•employers input into projects and exercises</li> <li>•employers who act as 'expert witnesses' to contribute to the assessment of your work.</li> </ul> <p>This practical based training is ideal preparation for gaining employment in the hairdressing industry or for further specialist study</p>

**WHAT COULD THIS QUALIFICATION LEAD TO?**

Will the qualification lead to employment, and if so, in which job role and at what level?	<p>Achievement of this qualification demonstrates to an employer that you have the essential skills and knowledge of health &amp; safety, customer service and also the necessary technical skills to be employed as a junior colourist.</p> <p>This qualification could lead to a job as a junior colourist working in one of the following establishments:</p> <ul style="list-style-type: none"> <li>• Hairdressing salon</li> <li>• Hotel</li> <li>• Cruise ship</li> </ul>
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Why choose this qualification over similar qualifications?	<p>City &amp; Guilds offers different technical certificate qualifications at Level 2 covering the specific skills and knowledge needed to work within discrete job roles in the hairdressing and barbering industries.</p> <p>You are likely to choose this qualification if you want to cover all of the technical skills and knowledge needed to work as a junior colourist providing colouring and other chemical services. In today's market, colouring services are an area of growth with the majority of hairdressing salons employing roles as Colour and Chemical Specialists.</p> <p>You will choose this qualification if you aim to have an awareness in the current trends and practices of colouring and chemical services, as well as have an eye for colour and an aptitude for precision working.</p> <p>However, if you are interested in working in a different area of hairdressing or barbering you may want to consider the following:</p> <ul style="list-style-type: none"> <li>• City &amp; Guilds Level 2 Technical Certificate in Barbering</li> <li>• City &amp; Guilds Level 2 Technical Certificate in Hairdressing</li> <li>• City &amp; Guilds Level 2 Technical Certificate for Cutting and Styling Services</li> </ul>
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Area	Description
<p>Will the qualification lead to further learning?</p>	<p>This qualification will allow you to progress into employment or on a Level 3 Technical Diploma qualification such as:</p> <ul style="list-style-type: none"> <li>• City &amp; Guilds Level 3 Advanced Technical Diploma in Hairdressing</li> <li>• City &amp; Guilds Level 3 Advanced Technical Diploma in Barbering.</li> </ul> <p>where you can enhance the skills and knowledge that you have gained at level two to progress into higher job roles and wider career choices.</p> <p>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;</p> <ul style="list-style-type: none"> <li>• Level 3 Apprenticeship in Hairdressing</li> </ul> <p>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.</p>

WHO SUPPORTS THIS QUALIFICATION?	
Employer/Higher Education Institutions	Francesco Group Good Salon Guide Hair Council Graham Webb International Hairdressing INOAR SB Hair and Beauty Ltd. Stuart Holmes Salon



## Qualification structure

For the **Level 2 Technical Certificate for Hair Colouring Services** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
<b>Mandatory</b>		
201	Principles and practices of hairdressing and barbering services	90
205	Colour and lighten hair	120
207	Styling and finishing services	60
<b>Optional – Learners must be taught at least 90 GLH from units 212 or 213</b>		
212	Perm and neutralise hair	90
213	Relax hair	90

## 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 for Hair Colouring Services	360	600

## Assessment requirements and employer involvement

To achieve the **Level 2 Technical Certificate for Hair Colouring Services** candidates must successfully complete **both** the mandatory assessment components **as well as** the optional assessment components for their chosen optional units.

Component number	Title
<b>Mandatory</b>	
011/511	Level 2 Hair Colouring Services - Theory exam (1)
012	Level 2 Hair Colouring Services - Synoptic assignment (1)
<b>Optional</b>	
212	Perm and neutralise hair
213	Relax hair

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
<b>Mandatory</b>	
823	Employer involvement

## 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](http://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.

### Qualification delivery guidance

[Insert any generic guidance for qualifications delivery, that would not go in specific unit guidance sections, here – if none, remove this para and heading.]

### 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: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
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 planner 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<sup>1</sup>

### **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 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.

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<sup>1</sup> 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

## 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
012	Synoptic assignment	<p>The synoptic assignment is <b>externally set, internally marked and externally moderated</b>. 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.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>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.</p> <p>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.</p> <p>Please note that for externally set assignments City &amp; Guilds provides guidance and support to centres on the marking and moderation process.</p>
011/511	Externally marked exam	<p>The exam is <b>externally set and externally marked</b>, and can be taken either online through City &amp; Guilds' computer-based testing platform, or as a paper based test (511).</p> <p>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: <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a></p>



Component numbers	Assessment method	Description and conditions
		<p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have <b>one</b> 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.</p>
212,213	Unit Assignments	<p>The unit assignments are <b>externally set, internally marked and externally moderated</b>. The assignments require candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria</p> <p>Arrangements for release, security and re-sitting assignments are the same as detailed for the synoptic assignment.</p>

## 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 carry out a range of hair colouring and finishing services on more than one client in a salon environment, over a period of 5 hours. This will require the candidate to use their skills and knowledge of a range of services from across the qualification, including different colouring and lightening techniques as well as finishing the final look. 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)
<b>AO1</b> 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%
<b>AO2</b> 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%
<b>AO3</b> 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)
<p><b>A04</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.</p>	<p>Completion of services within realistic timescales. Professional working with colleagues and clients. Creation of finished look. Consideration of influencing factors and client requirements.</p>	<p>25%</p>
<p><b>A05</b> Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.</p>	<p>Preparation for services, methodical working, positioning of self and client. Checking accuracy and progress of services, weight distribution and balance. Refinement of finished look</p>	<p>15%</p>

## Exam specification

AO weightings per exam

Assessment objective	Exam 011/511 weighting (approx. %)
<b>AO1</b> Recalls knowledge from across the breadth of the qualification.	34%
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	46%
<b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

**Assessment type:** Examiner marked, written exam \*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

011/511	Duration: 2 hours		
Unit	Outcome	Number of marks	%
201	1. Work safely in the salon/barbershop	20	33
	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		
207	1. Prepare for finishing services	9	15
	2. Provide finishing services to achieve a variety of look		
205	1. Prepare to colour and lighten	19	32
	2. Colour and lighten hair to achieve a variety of looks		
N/A	Integration across the units	12	20
<b>Total</b>		<b>60</b>	<b>100</b>

\*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<sup>2</sup> 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](mailto: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.

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<sup>2</sup> 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 for Hair Colouring Services** 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 (%)
012	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 (012)	X/P/M/D	60%
Exam (011/511)	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:



<b>Qualification Grade</b>	<b>Points</b>
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](http://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

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	90
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## 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.

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## Learning outcome

1 Work safely in the salon/barbershop

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## 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

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## Learning outcome

2 Understand hair, skin and scalp analysis

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## 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.

#### 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



- o Ring worm
- o Impetigo
- o Scabies
- o Folliculitis
- o Pityriasis capitis/Dandruff
- o Ingrowing hair
- o Pediculosis capitis / Head lice
- Adverse hair, skin and scalp conditions and their impact on services
  - o Eczema
  - o Alopecia
  - o Psoriasis
  - o Scars/ Keloid scarring
  - o Moles
  - o Cysts
  - o Fragilitas Crinium
  - o Skin tags

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## Learning outcome

- 3 Understand communication techniques and expected behaviours in the salon/barbershop
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## 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
  - o Language used
  - o Confident attitude
  - o Tone of voice
- Listening techniques
- Body language
  - o Posture
  - o Eye contact
  - o Facial expressions
  - o Visual aids
  - o Images (magazines style books, images online)
  - o 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.

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## Learning outcome

4 Advise clients and make recommendations throughout the service

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## 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

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- 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
  - o Cosmetic Products Regulations
  - o Consumer Contracts Regulations
  - o Trade Descriptions Act
  - o 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
  - o Avoiding eye contact
  - o Quick movements
  - o Handling products with little interest
  - o Making excuses why they don't want to buy yet
  - o Studying lots of different products
- Interpret buying signals- when the client is ready to buy
  - o Spending time focussing on one product or treatment
  - o Asking specific questions about a product or treatment

- o Discussing a price
- o Holding money/purse/wallet
- o Displaying positive body language
- Close sales

## Guidance for delivery

This unit 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 programmes 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)

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### **Websites**

Jisc <https://www.jisc.ac.uk/hairstyling-training>

### **Additional resources**

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

## Unit 205 Colour and lighten hair

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	120
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### 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.

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## Learning outcome

1 Prepare to colour and lighten

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## 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
  - o Work station
  - o Trolley
- Client
  - o Towel
  - o Gown
  - o 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
  - o History of previous allergic reaction to colouring products
  - o Other known allergies
  - o Skin disorders
  - o Incompatible products
  - o Medical advice or instructions



- o Evident hair damage
- o Age restrictions
- Influencing factors
  - o Hair classifications
  - o Hair characteristics
  - o Temperature
  - o Existing colour of hair
  - o Percentage of white hair
  - o Test results
  - o Strength of hydrogen peroxide
  - o Hair length
  - o Skin tone
  - o Time interval from last chemical service
  - o Recent addition or removal of hair extensions
- Conduct tests
  - o Skin
  - o Incompatibility
  - o Porosity
  - o Elasticity
  - o 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
  - o Semi-permanent
  - o Quasi-permanent
  - o Permanent
  - o Lighteners
  - o 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)
  - o Tone
  - o Depth

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## Learning outcome

2 Colour and lighten hair to achieve a variety of looks

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### 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
  - o Full head application of quasi-permanent
  - o Regrowth application of permanent colour
  - o Regrowth using a refreshing technique for mid-lengths and ends
  - o Full head application of permanent colour
  - o Woven highlights and or lowlights
  - o 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
  - o Strand test
  - o 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
  - o products
  - o 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/hairstyling-training>

**Additional resources**

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

## Unit 207 Styling and finishing services

<b>Credit value:</b>	Level 2
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<b>GLH:</b>	60
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### What is this unit about?

The purpose of this unit is for learners to develop the skills and knowledge needed to finish the overall look following a colouring and lightening service. A good junior colourist will be expected to utilise a range of styling skills in order to dry and finish a client's hair to their specific requirements following the colouring service.

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

Learners may be introduced to the unit by asking themselves questions such as:

- Following a colour service how can I style hair?
  - How can I use tools and equipment to better my technique?
  - How are different products used during these services?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Prepare for finishing services
- 2 Provide finishing services

## 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

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## Learning outcome

1 Prepare for finishing services

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## Topics

- 1.1 Prepare self, client and work area
- 1.2 Scientific effects of drying services
- 1.3 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
  - Trolley
- Client
  - Towel
  - Gown
- Position of self and client

Importance of stylist and client positioning during the service

### Topic 1.2

Relationship between science and drying services following chemical services on hair

- 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
  - Considering hair condition for finishing services following a colour.

### Topic 1.3

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

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

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

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### Learning outcome

2 Provide finishing services

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### Topics

- 2.1 Style hair using different techniques
- 2.2 Set hair using different techniques
- 2.3 Finish look using different techniques
- 2.4 Provide aftercare advice and recommendations

### Depth

#### Topic 2.1

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

- Blow dry finish
  - Straightening
  - Smoothing



- o Creating volume
- o Creating movement
- o Creating curl
- Techniques of finger drying

Methods and effects of

- Using products
- Using styling brushes
- Using styling attachments

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

- Keeping the hair damp throughout the process
- Application of products
- Sectioning of hair
- Control of different hair lengths and maintaining tension
  - o Above shoulder
  - o Below shoulder
  - o One length
  - o Layered
- 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
  - o Rolling: use of rollers with pins
  - o Spiral curling: use of spiral curlers / Molten Browners
  - o Pin curling: pin-curl clips
  - o Wrap setting: appropriate material to hold the hair in place.
- Dry Setting techniques
  - o Heated rollers/spirals
  - o Tongs, wands, crimpers or straighteners to create spiral curls
  - o Velcro rollers
  - o Blow drying and rolling hair into curls and securing with pin-curl clips.

Effects of

- Curling on and off base
- Angle of winding

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

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

### **Topic 2.3**

Use and adapt different techniques for finishing a variety of dried looks.

- Use of heated styling equipment
- Back combing and back brushing techniques
- Application of finishing products
- Visual checks

### **Topic 2.4**

Aftercare advice and recommendations on service provided

- 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 carrying out finishing services.

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 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)  
ISBN: 9780851933276

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### **Journals and magazines**

- Hairdresser's Journal

**Websites**

Jisc <https://www.jisc.ac.uk/hairstyling-training>

**Additional resources**

- City & Guilds MHD Academy - Style & Finish – Set & Dress – Plait & Twist

## Unit 212 Perm and neutralise hair

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	90
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### What is this unit about?

The purpose of this unit is for learners to develop the knowledge and skills needed to perm, neutralise hair and re-arrange if necessary. Perming is the way to create curls, waves, volume and root lift to support today's trends.

Learners are given the opportunity to practice the requisite skills such as winding and learn how to adapt the services according to different influencing factors. Learners also gain knowledge on the different products used and how these can affect the hair.

They will also be able to resolve some of the typical problems that occur in perming and neutralising. Learners may be introduced to the unit by asking themselves questions such as:

- What are some of the chemicals used in perming?
  - What are the current looks in perming?
  - What is neutralising and re-arranging?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Prepare to perm and neutralise
- 2 Perm and neutralise 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 instruction on the use of specific products for sensitivity testing.

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## Learning outcome

1 Prepare to perm and neutralise

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## Topics

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

## Depth

### Topic 1.1

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

- Work area
  - Work station
  - Trolley
  - Personal Protective equipment (PPE)
- Client
  - Towel
  - Gown
  - Plastic/disposable cape
- Position of self and client

Importance of stylist and client positioning during perming service

### Topic 1.2

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

- Contra-indications
  - History of previous allergic reaction
  - Other known sensitivities
  - Skin disorders

- o Incompatible products
- o Medical advice or instructions
- o Previous chemical treatments
- o Recent removal of hair extension or plaits
- Influencing factors
  - o Hair characteristic
  - o Hair classification
  - o Temperature
  - o Direction and degree of movement required
  - o Hair length
  - o Length of regrowth
  - o Colour treated hair
- Tests
  - o Pre-perm test curl
  - o Degree of straightness test
  - o Elasticity
  - o Porosity
  - o Incompatibility
- Recording of tests and their importance

Impact of test results on perming services.

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

### **Topic 1.3**

Relationship between science and perming services

- The effects of chemical re-arranging, perm lotions and neutralisers on
  - o the hair structure
  - o porosity levels
- How active ingredients in re-arranging perming and neutralising products change the hair structure
- Effects of temperature on development

### **Topic 1.4**

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

- Products
  - o Barrier cream
  - o Pre-perm treatments
  - o Perm lotions
  - o Neutralisers
  - o Post-perm treatments

Types and purposes of

- Re-arrangers
- Perm lotions
- Neutralisers

- Equipment

Considerations which can affect preparation and perm selection

- Type of products, their characteristics and effects achieved
- Methods of use for different types of re-arranging, perming and neutralising
- Following manufacturer's instructions when preparing products
- Potential risks of using perming products on previously chemically treated hair

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## Learning outcome

2 Perm and neutralise hair to achieve a variety of looks

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## Topics

- 2.1 Perm hair using suitable products and winding techniques
- 2.2 Neutralise the hair
- 2.3 Provide aftercare advice and recommendations

## Depth

### Topic 2.1

Use and adapt different sectioning techniques, products and application methods to achieve a variety of looks.

- Sectioning techniques
  - Six or nine section
  - Directional
  - Brick
- Winding hair
  - Preparation of hair
  - Selection and positioning perm rods
  - Size of meshes
  - Use of tension
- Application of re-arrangers if required
  - Virgin
  - Regrowth
- Application of products
  - Perming lotions (pre and post damp)
  - Manufacturer's instructions
- Monitoring and development
  - Timing
  - Development test curl

Problems that occur in the application of perming techniques their causes, resolutions and when to report

- Uneven curl result



- Under- and over- processed
- Fish hooks
- Band burns
- Hair breakage
- Resistancy

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

- Pre-perm treatments and when to use them
- Rod size to in relation to the desired outcome

The importance of following manufacturer's instructions when applying and timing products

## **Topic 2.2**

Remove product and neutralise to finish service.

- Process for removal of perming product
- Neutralising process
- Problems and when to report
  - Under- and over- processing
  - Inadequate rinsing
  - Inadequate blot drying
  - Overstretching when removing rods

Methods of working when neutralising and their importance in achieving the desired effect

- Client comfort and protection
- Correct sequence of the neutralising process according to manufacturer's instructions
- Correct water temperature and flow to suit the clients hair and scalp
- Remove excess moisture – towel blot
- Remove perm rods
- Leave the hair free from neutraliser

The importance of

- Accurate timing and thorough rinsing of product
- Restoring the hair's pH balance after perming and neutralising

## **Topic 2.3**

Aftercare, advice and recommendations

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

## Guidance for delivery

It is important that learners understand both practical and theory aspects of this unit and it 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, 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 using a wide range of techniques and products. Learners should be given the opportunity to demonstrate their skills on training heads, peers and clients. A range of hair classifications, products and materials are essential to ensure learners have the skill level and breadth of knowledge for carrying out perming.

It is expected that tutors will deliver the knowledge behind the process of rearranging, however it is recognised that subject to availability of models the practical application of re-arranging may not be practiced.

While it is recognised that there are no legal requirements for relaxing services centres may want to draw learners' attention to salon/centre's own guidance around any age restrictions.

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

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

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### ***Journals and magazines***

- Hairdresser's Journal

### ***Websites***

Jisc <https://www.jisc.ac.uk/hairstyling-training>

### ***Additional resources***

- City & Guilds MHD Academy - Perm & Neutralise – My knowledge

## Unit 213 Relax hair

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	90
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### What is this unit about?

The purpose of this unit is for learners to develop the knowledge and skills needed to provide relaxing services. Chemical hair relaxing is the way of reducing curl, volume and movement and aids manageability for African type hair so that it can to be set into almost any style in line with today's current trends.

The unit introduces the learner to the differences in products and techniques for relaxing hair and how to adapt the service in order to create modern looks. Learners gain knowledge on the range of different products and chemicals used in relaxing and how these affect the hair, the look and the service.

Learners may be introduced to the unit by asking themselves questions such as:

- What hair type is suitable for relaxing?
  - What current looks can I achieve?
  - What are some of the chemicals used in relaxing?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Prepare for relaxing hair
- 2 Relax 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. Learners must also be familiar with manufacturer's instructions on the use of the specific styling and finishing products.

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## Learning outcome

- 1 Prepare for relaxing hair

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## Topics

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

## Depth

### Topic 1.1

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

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

Importance of stylist and client positioning during relaxing service

### Topic 1.2

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

- Contra- Indications
  - o History of previous allergic reaction
  - o Other known sensitivities
  - o Hair and skin disorders
  - o Incompatible products

- o Medical advice or instructions
- o Previous chemical treatments
- o Recent removal of hair extension or plaits
- Influencing factors
  - o Hair characteristics
  - o Hair classifications
  - o Scalp condition
  - o Degree of relaxation required
  - o Previous chemical services
  - o Length of re-growth
  - o Temperature
  - o Time
  - o Sequence of application
  - o White hair
  - o Degree of product build-up
  - o Need to cut hair prior to relaxing
- Tests
  - o Elasticity
  - o Porosity
  - o Incompatibility, if required
- Recording of tests and their importance

Importance of recognizing Trichorrhhexis Nodosa

### **Topic 1.3**

Relationship between science and relaxers

- How Relaxers change the hair structure
- How porosity levels can influence the choice and application of products and final result
- How active ingredients in relaxing products change the hair structure
- The effects of temperature on development
- The effect of relaxers on white hair
- The effect of overlapping products on to previously chemically treated hair

### **Topic 1.4**

Select and prepare products tools and equipment.

- Products
  - o Scalp protectors
  - o Sodium relaxer
  - o Non-sodium relaxer
  - o Pre-relaxing treatments
  - o Post relaxing treatments
  - o Normalising shampoo
- Equipment
  - o Tail combs
  - o Wide tooth combs

- o Hands
- o Tint brushes
- Protection of client's hairline and the scalp

Types and purposes of

- Relaxers
- Pre and post treatments

Methods of using different types of

- Pre treatment
- Relaxers
- Post treatment

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## Learning outcome

2 Relax hair

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## Topics

- 2.1 Apply relaxers
- 2.2 Remove of relaxers and neutralise
- 2.3 Provide Aftercare, advice and recommendations

## Depth

### Topic 2.1

Use and adapt different techniques for applying relaxers to meet client requirements

- Pre-relaxing treatment
- Sectioning of hair
- Relaxing techniques
  - o Virgin application
  - o Re-growth application between 4 to 8 weeks
  - o Re-growth application up to 12 weeks
- Application techniques
  - o Top and bottom
  - o Top
  - o Hand
  - o Use of tools

Effects of

- Using different tools
- Using different strengths of relaxer
- Different development time
- Monitoring and development
  - o Relaxer development test
  - o Timing

Types of problems that occur in the application of relaxers their causes, resolutions and when to report

- Chemical burns
- Hair breakage/damage
- Under and over processing
- Uneven result

The importance of

- Checking client's well being throughout the service

## **Topic 2.2**

Remove product and neutralise to finish service.

- Removal of relaxer
- Post relaxing treatment
- Normalising process
- Types of problems, resolutions and when to report
  - Insufficient rinsing
  - Under and over processing
  - Over stretching (when normalising after a texturiser)

Methods of working when removing product and neutralizing and their importance to achieving the desired look.

- Client comfort and protection
- Correct sequence of
  - post relaxing treatment
  - normalising process
- Correct water temperature and flow during the normalising process

The importance of

- Restoring the hair's pH balance after relaxing and normalising
- Accurate timing and thorough rinsing of products

## **Topic 2.3**

Aftercare recommendations.

- How to maintain their look
- Time interval between series
- Additional products
- Additional services
- Retail Opportunities



## **Guidance for delivery**

It is important that learners understand both practical and theory aspects of this unit and it 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 using a wide range of techniques and products. Learners should be given the opportunity to demonstrate their skills on training heads, peers and clients. A range of hair classifications and products are essential to ensure learners have the skill level and breadth of knowledge for carrying out relaxing.

While it is recognised that there are no legal requirements for relaxing services centres may want to draw learners, attention to salon/centre's own guidance around any age restrictions.

For sensitivity tests individual manufacturer's instructions should be followed.

In this unit references to pre – relaxing treatments can refer to the use of barrier cream such as petroleum jelly and hair moisturisers commonly used for this service.

Normalising products are post-relaxing treatments and shampoos. They are sometimes also known as 'stabilisers' or 'neutralising' products for the relaxing process.

Texturising (using chemicals) is a method of relaxing African type hair which reduces the natural curl pattern, to leave the hair softer and more manageable. This process is carried out on hair up to 5cm (2 inches) in lengths.

Note that the full breakdown of hair characteristics and hair classifications in topic 1.1 is included in the topic 2.1 of the Principles and practices of hairdressing and barbering services 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.

## Appendix 1 Sources of general information

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

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

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### International learners

General qualification information

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

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### Centres

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

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

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### Single subject qualifications

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

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

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### International awards

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

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

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### Walled Garden

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

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

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

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

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### 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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