

# City & Guilds Level 3 Advanced Technical Diploma in Barbering (450) (6002-30)

Version 1.5 (May 2023)

(For delivery from September 2023)

## Qualification Handbook

## Qualification at a glance

<b>Industry area</b>	Hair & Beauty - Hair
<b>City &amp; Guilds qualification number</b>	6002-30
<b>Age group</b>	16-19 (Key Stage 5), 19+
<b>Entry requirements</b>	Centres must ensure that any prerequisites 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, internally marked, externally moderated assignment</li> <li>• One externally set, externally marked exam, sat under examination conditions</li> <li>• Optional unit assignments, externally set, internally marked and externally verified</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>	These qualifications require 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 synoptic assignments are subject to external moderation. Additional internally marked units / optional assessments are subject to external verification. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
City & Guilds Level 3 Advanced Technical Diploma in Barbering (450)	450	720	6002-30	601/7346/4

Version and date	Change detail	Section
1.1 May 2016	Small typographical errors	Throughout
	TQT added for qualifications	1. Introduction
	Assessment component titles amended	
	Employer involvement guidance updated throughout	4. Employer involvement
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments	7. Grading
	Awarding grades and reporting results	
	Enquiries about results	8. Administration
	Re-sits and shelf-life of assessment results	
June 2017 V1.2	Malpractice	
	Access arrangements and special consideration	
	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
December 2017 V1.3	Revised assessment description and conditions for optional assignments	5. Assessment- Summary of assessment methods and conditions
May 2019 V1.4	Wording changed regarding retakes	5. Assessment – Summary of assessment methods and conditions
		8. Administration – Re-sits and shelf-life of assessment results
May 2023 v1.5	Clarified moderation and external verification processes	5 Assessment
		6 Moderation and standardisation of assessment

Version and date	Change detail	Section
	Updated website links and references	3 Delivering Technicals qualifications - Support materials 8 Administration

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# 1 Introduction

## What is this qualification about?

The following purpose statement relates to the **City & Guilds Level 3 Advanced Technical Diploma in Barbering (450)**.

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This City &amp; Guilds Level 3 Advanced Technical Diploma in Barbering (450) aims to provide you with a range of specialist practical skills and technical knowledge which will equip you to seek employment or further training within the barbering industry. We recommend you achieve a Level 2 qualification in barbering or have equivalent industry experience before enrolling on this course.</p> <p>This qualification is suitable for anyone over the age of 16 years.</p>
What does this qualification cover?	<p>This qualification covers a very wide range of skills and knowledge required for working in the barbering industry.</p> <p>These are compulsory areas:</p> <ul style="list-style-type: none"><li>• Cut hair using a combination of barbering techniques</li><li>• Design and create facial hair shapes</li><li>• Shaving services</li><li>• Barbering consultation services</li></ul> <p>Optional areas include:</p> <ul style="list-style-type: none"><li>• Promote and sell products and services</li><li>• Hair relaxing services</li><li>• Design and create patterns in hair</li><li>• Colour and lighten men's hair</li><li>• Creative hair design skills</li><li>• Specialist hair and scalp treatments</li></ul> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers. This practically based training is ideal preparation for gaining employment in the barbering industry or specialist further 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 the individual has the skills and knowledge of health &amp; safety, customer service, and also has the necessary advanced cutting, shaving and styling skills necessary to be employed as a senior barber.</p> <p>This qualification could lead to a job as a Barber working in one of the following establishments:</p> <ul style="list-style-type: none"> <li>• Barber shop</li> <li>• Cruise ship</li> <li>• Hotel salon/barber shop</li> </ul>
Why choose this qualification over similar qualifications?	<p>This qualification is aimed at you if you wish to work as a senior barber in the barbering industry on male clients; the City &amp; Guilds Level 3 Advanced Technical Diploma in Hairdressing (540) is a similar qualification, but covers skills and knowledge required to work on both female and male clients.</p>
Will the qualification lead to further learning?	<p>The learner could progress into employment or to a Level 4 qualification in Advanced Techniques or Management, such as such as:</p> <p><i>Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector.</i></p>
WHO SUPPORTS THIS QUALIFICATION?	
Employer/Higher Education Institutions	<p>National Hairdressers Federation</p> <p>Lee Stafford Ltd.</p> <p>Hairdressing Council</p>



## Qualification structure

For the **City & Guilds Level 3 Advanced Technical Diploma in Barbering (450)** the teaching programme must cover the content detailed in the structure below:

Qualification title		
Unit number	Unit title	GLH
<b>Mandatory</b>		
309	Barbering consultation services	60
310	Cut hair using a combination of barbering techniques	120
311	Design and create facial hair shapes	60
312	Shaving services	120
<b>Optional – A minimum of 90 GLH are required from the optional units</b>		
202	Colour and lighten men's hair	120
308	Hair relaxing services	90
313	Promote and sell products and services to clients	30
402	Specialist hair and scalp treatments	90
403	Creative hair design skills	60
404	Design and create patterns in hair	120

## Total qualification time (TQT)

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
City & Guilds Level 3 Advanced Technical Diploma in Barbering (450)	450	720

## Assessment requirements and employer involvement

To achieve the **City & Guilds Level 3 Advanced Technical Diploma in Barbering (450)** candidates must successfully complete **all** the mandatory assessment components **as well as** the optional assessment components for their chosen optional units.

### City & Guilds Advanced Technical Diploma in Barbering

Component number	Title
<b>Mandatory</b>	
030/530	Level 3 Barbering - Theory exam (1)*
031	Level 3 Barbering - Synoptic assignment (1)*
<b>Optional</b>	
202	Level 2 Colour and lighten men's hair - Assignment
308	Level 3 Hair relaxing services- Assignment
313	Level 3 Promote and sell products and services- Assignment
402	Level 4 Specialist hair and scalp treatments- Assignment
403	Level 4 Creative hair design skills- Assignment
404	Level 4 Design and create patterns in hair- Assignment

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>	
830	Employer involvement

*\*Number of mandatory assessments per assessment type*

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## 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 provide a realistic working environment that provides learners with access to the tools, products, equipment and technical resources required to deliver this qualification and its assessments.

### 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

This qualification is for learners aged 16 – 19, 19+.

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### 3 Delivering technical qualifications

#### Initial assessment and induction

An initial assessment of each learner 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 qualification,
- 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

It is recommended that the learners have foundation skill and knowledge of barbering before beginning this qualification so that delivery that will develop further their knowledge, understanding and skills enabling them to achieve more 'on-trend' and diverse styles.

This qualification should primarily be delivered in a Realistic Learning Environment (RLE) and be mainly practical to engage, motivate and ensure learners have access to sufficient opportunity to practice / demonstrate their competency and skills. Additional suggestions for delivery include lectures, presentations, use of internet, social networks and guest speakers to promote understanding, generate group discussions on new technologies and developments within the industry and ensure the essential knowledge of the principles of barbering are understood.

Tutors must deliver the theory that underpins safe working practices in the salon and the elements associated with preparing for and providing services. Learners must be given the appropriate opportunities to develop their creative use of a combination of tools, products, equipment and techniques to maximise the effectiveness of meeting the client objectives and to develop their own confidence in preparation for the final synoptic assignment. It is recommended that tutors provide full demonstration to learners, describing the different effects that tools and techniques can achieve and how these can be combined creatively to produce a variety of alternative looks. Learners should be encouraged to experience the services and be given the opportunity to practise the techniques on one another, before progressing onto clients. This will enable them to describe the service to their clients and fully appreciate the importance of client care and satisfaction. Such involvement along with experience of a RLE will encourage learners to generate ideas, explore possibilities for different client needs thus extending their knowledge and experience. Tutors must ensure participation gives the learner opportunity to experience in-depth consultations that encompass a significant range of relevant factors.

Learners should develop a professional knowledge of relevant products and complementary services. There must be the opportunity for learners to take advantage of sales opportunities and to provide a range of appropriate aftercare advice and recommendation to clients following barbering services.

Tutors should focus on positive values, behaviours and skills throughout their delivery. Learners must be encouraged to work efficiently towards times that are commercially viable. Tutors should promote personal and professional ethics to encourage a willingness to learn, with a positive and flexible attitude that allows learners to be team workers along with the ability to self-manage. They must reinforce to learners professional and courteous behaviours when performing services, to ensure that clients receive a positive impression of both the organisation and the stylist, and so learners gain an appreciation of the importance of this in relation to success and building a loyal

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clientbase. This is an essential skill which will prepare the learners for employment, where the client/stylist relationship is of paramount importance.

Learners should be encouraged to use a variety of resources to support their study and aid their professional development. Suggestions include, the use of libraries, learning resource centres, websites, research articles journals, books, watching documentaries, attending trade exhibitions educational trips and visits, accessing guest speakers, professional lectures, manufacturer workshops, work experience and social media / networks for information and new trends.

## 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 this qualification:

Description	How to access
Sample assessments	Available on the qualification pages on the <b>City &amp; Guilds Website: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
Technical Qualifications: Guide to Teaching, Learning and Assessment	Available on the City and Guilds website: <b><a href="#">14-19-teaching-learning-assessment-guide-pdf.ashx</a> (<a href="http://cityandguilds.com">cityandguilds.com</a>)</b>
Quality Assurance Guide for Centres: Technical Qualifications and the Extended Project Qualification (EPQ)	Available on the City and Guilds website: <b><a href="#">technicals-quality-assurance-guide-for-centres-pdf.ashx</a> (<a href="http://cityandguilds.com">cityandguilds.com</a>)</b>

## 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.

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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>1,2</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<sup>3</sup>;*
- *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:***

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<sup>1</sup> As extracted from: Vocational qualifications for 16 to 19 year olds

2017 and 2018 performance tables: technical guidance for awarding organisations

<sup>2</sup> This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

<sup>3</sup> DfE work experience guidance

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- *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, e.g. 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.

### **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

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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
030/530	Externally marked exam	<p>The exam is <b>externally set and externally marked</b>, and will be taken online through City &amp; Guilds' computer-based testing platform (030) or as a paper based test (530)</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> <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 a maximum of <b>two</b> opportunities to retake. If the candidate fails the exam three times then they will fail the qualification. (Note: the third and final retake opportunity applies to Level 3 only.) For exam dates, please refer to the Assessment and Examination timetable.</p>
031	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</p>

Component numbers	Assessment method	Description and conditions
		<p>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>
Optional units 202, 308, 313, 402, 403, 404	Unit assignment	<p>These unit assignments are <b>externally set, internally marked and externally verified</b>. The assignment requires 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>The assignments are available on our website. The assignments can be taken at any point during the academic year, but evidence must be submitted on to the Moderation Portal by the deadline in 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 is no re-sit limit for these assignments. If a learner fails an assignment they can re-sit a different version. Assessors should allow seven days before resubmission or reassessment.</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 require candidates to provide a variety of barber services to a number of clients within a commercially viable time. This will require learners to use consultation techniques to identify client requirements and build a professional rapport. Learners will draw from their knowledge, understanding and practical skills acquired during the qualification to deliver a range of personalised barbering services, adapting to any factors as required during the services.

## **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, 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.

## **Optional unit assessments and integration into the synoptic qualification content**

While the mandatory units for this qualification provide the main skills and knowledge required to work as Barber the optional units provided give centres flexibility when devising programmes to meet local employment needs, where the purpose of the qualification demands this.

The assessments for the optional units will require that the candidate has experienced the full breadth of mandatory learning of the qualification in order to better demonstrate the rounded performance expected at higher grades.

Optional unit assessments are externally set, internally marked and externally verified.

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## 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	City & Guilds Level 3 Advanced Technical Diploma Barbering (450) Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
<b>AO1</b> Recalls knowledge from across the breadth of the qualification.	Safe working practices, legislation, manufacturer's instructions, carrying out testing, awareness of tools, products and equipment, works with sustainable working practice (for example waste disposal, efficient use of utilities), personal presentation and hygiene.	10%
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Interpretation of test results, consideration of factors that can affect services and managing client expectations in relation to this, selection of products, tools, equipment and techniques, aftercare advice and recommendations.	15%
<b>AO3</b> Demonstrates technical skills from across the breadth of the qualification.	Use of products, tools and equipment, application and adaptation of techniques, adapting services following results of tests and due to factors that may impact services, following methodical processes.	25%
<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.	Planning a working timetable, working logically and methodically, keeping tools nearby, work stations are organised sensibly, analysing, responding and adapting to factors that may affect services.	25%
<b>AO5</b> Demonstrates perseverance in achieving high standards and attention to detail while showing an	Cross-checking, identification of factors, monitoring colour progression/development, fading/blending with precision, balancing the look, takes a step back and looks from	25%

understanding of wider  
impact of their actions.

different angles, takes into account  
environmental effects eg lighting.

## Exam specification

AO weightings per Exam

AO	Exam 030/530 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	37%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	43%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

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

**Assessment type:** Examiner marked, written exam, usually delivered online\*

**Assessment conditions:** Invigilated examination conditions

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

030/530	Duration: 120 minutes		
Unit	Outcome	Number of marks	%
309	1. Work safely in a salon environment 2. Provide client consultation services	18	30
310	2. Provide hair cutting using a combination of barbering techniques	9	15
311	2 Design and create a range of facial hair shapes	9	15
312	2 Provide shaving services	12	20
N/A	Integration across the units	12	20
<b>Total</b>		<b>40</b>	<b>100</b>

\*These exams are sat under invigilated examination conditions, as defined by the JCQ:  
<http://www.jcq.org.uk/exams-office/jce---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 synoptic 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.

Moderation is the process where external quality assurers are standardised to a national standard in order to review centre marking of internally marked assessments. These external quality assurers are referred to as 'moderators'. Moderators will review a representative sample of 'candidate work' across the mark range 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 within a reasonable range of mark tolerance, centre marks for the whole cohort will be accepted. Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment (up or down) will be made to the marks of the whole cohort, retaining the centre's rank ordering. Due to the nature of the assessment and the marking grid across Assessment Objectives (AOs), it is not expected that the tutors mark and the moderators mark will match exactly.

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.

Additional unit and optional unit assessments are also subject to external quality assurance through a verification process. This involves external quality assurers scrutinising IQA records; sampling candidates' work across a range of units and also sampling across the mark/grade range. Centres are then provided with feedback and actions to ensure that results are valid and reliable.

For more detailed information, on the quality assurance process for synoptic assignments and additional unit and optional unit assessments please refer to 'Quality Assurance Guide for Centres: Technical Qualifications and the EPQ 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.

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### **Internal standardisation**

For internally marked work<sup>4</sup> the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked and/or graded to the same standard. It is the Internal Quality Assurer's (IOA'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 or grades for external quality assurance. 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.

### **Post-moderation procedures**

Once the external quality assurance processes have been completed, feedback is provided to the centre on the standard of the internal assessment, highlighting areas of good practice, and potential areas for improvement. This will inform future centre assessment, and standardisation activities, as well as external quality assurance and risk management activity.

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.

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<sup>4</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.

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## 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.
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- 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 3 Advanced Technical Diploma in Barbering** 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 (%)
031	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 (031)	X/P/M/D	60%
Exam (030/530)	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
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Assignment: 60%	6	12	18
Exam: 40%	6	12	18

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

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

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

## 8 Administration

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

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

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation (synoptic assessments)
- City & Guilds external verification (additional unit / optional assessments).

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 and verification 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.
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## Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for synoptic assignments. Requests must be submitted within the specified period after the publication of results for individual assessments. Please see the **City & Guilds website** for more information.

## Re-sits and shelf-life of assessment results

Candidates who have failed an exam or wish to re-take it in an attempt to improve their grade, can do so **twice**. 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 detailed below (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

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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>

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## Unit 309

## Barbering consultation services

UAN:	J/507/6001
Level:	3
GLH:	60

### What is this unit about?

This unit is about providing a comprehensive consultation and advisory service to clients. Client consultation is critical to the success of all technical services ensuring that learners fully engage with clients to meet their needs and manage expectations.

To complete this unit, learners will be required to consult with clients with a variety of hair classifications and characteristics and tailor recommendations to suit those factors.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when providing barbering services
- Advanced consultation techniques to help identify client requirements
- Different factors that will impact recommendations made during consultation

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

- What communication methods will encourage clients to discuss their requirements?
- How can I personalise my services to individual requirements?

### Learning outcomes

In this unit, learners will be able to

1. Work safely in a salon environment
2. Provide client consultation 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 and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

## Learning outcome:

### 1. Work safely in a salon environment

## Topic

- 1.1 Health and safety working practices
- 1.2 Environmental and sustainable working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices requirements when working in a salon environment.

The following is a comprehensive list of the legislation that applies in the barbering industry. For purposes of assessment learners must appreciate that there is legislation and how each applies:

- Health and Safety at Work Act
- The Reporting of injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire Safety) order
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Health and Safety (information for Employees) Regulations
- The Data Protection Act - the importance of the correct completion, storage and security of client records, the importance of confidentiality and the consequences if this is not maintained.
- Working Time Directives
- Cosmetic Products Regulations
- The Sale of Goods Act and the The Distance Selling Act (replaced in June 2014 by Consumer Contracts Regulations) - legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services
- The Trade Descriptions Act
- Consumer Protection legislation
- The Equality Act - the importance of not discriminating against clients
- Local by-laws specific to some services eg colouring, colour correction.

Learners will need to understand the legal significance of maintaining client records:

- referring to client records for previous services that may affect services
  - recording of client responses to questioning in case of legal dispute
  - the importance of gaining and recording client agreement to services
  - the importance of updating client records with services.
-

Learners will need to understand industry requirements relevant to consultation services including

- responsibilities and reasons for maintaining personal hygiene, protection and appearance
- salon procedures and manufacturers' instructions in relation to conducting tests
- the importance of agreeing, confirming and recording the course of action.

**Topic 1.2:** Learners will need to understand the different types of environmental and sustainable working methods as stipulated in the The Environmental Protection Act, including:

- environmental, for example temperature, ventilation, lighting, volume of music/sounds
- sustainability, for example recycling, reducing and managing waste, reducing utility usage, using eco-friendly products.

## **Learning outcome:**

### **2. Provide client consultation services**

## **Topics**

### **2.1 The science of hair, skin and scalp**

### **2.2 Consult with clients on hair services**

**Topic 2.1:** Learners will need to understand the science of hair, skin and scalp and how it affects services with consideration of:

- the structure and function of hair and skin
- the growth cycle of hair
- male pattern baldness
- different types of hair classification for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- different types of hair characteristics, for example hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- recognising adverse hair, skin and scalp conditions and their possible causes for example, ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, keloid scarring, ingrowing hair, head lice
- the types and purposes of tests including elasticity, porosity, incompatibility, skin, development
- the consequences of failing to carry out hair and skin tests.

**Topic 2.2:** Learners will need to consult with clients to identify the best course of action with consideration of:

- using a variety of verbal and non-verbal communication skills
  - treating clients with courtesy, empathy and sensitivity throughout services
  - professional practice, positive values and behaviours
  - maintaining customer care
  - exploring client expectations and explaining any service limitations
  - using previous client records to identify any factors likely to affect services
  - using a variety of communication skills, for example verbal and non-verbal
  - adapting consultation techniques when communicating with clients as required, for example: different cultures, religions, ages, disabilities and genders
  - using different types of visual aids, for example magazines, colour charts, Instagram, Pinterest
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- using sources of inspiration, for example historical, cultural and fashion
  - confirming age of clients
  - explaining the client commitment to agreed services, for example duration, cost and maintenance
  - analysing hair, skin and scalp
  - recognising contra-indications that could prevent or affect services and the action to take for example allergies and contagious skin disorders
  - carrying out necessary hair and skin tests
  - basing recommendations on an accurate analysis of the client's hair and its potential to achieve the look
  - considering the impact client features may have on the finished look for example, facial features, head, face and body shape
  - remaining diplomatic when referring clients with adverse hair, skin or scalp conditions
  - recommending external services that may be required by the client
  - working within limits of authority
  - agreeing the best course of action to meet client requirements
  - providing advice on maintenance and future services
  - recording results of tests and services
  - maintaining client records and confidentiality.
-

## Unit 310

## Cut hair using a combination of barbering techniques

UAN:	Y/507/5998
Level:	3
GLH:	120

### What is this unit about?

This unit is about the use of advanced cutting techniques in barbering to create personalised and individual restyled looks. In this unit learners will work towards industry standards and develop skills and techniques required to deliver professional barbering services. Learners will develop and evaluate their barbering skills set through gaining practical experience.

To complete this unit, learners will be required to provide hair cutting services using a combination of barbering techniques taking into account any factors that may impact the style.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when providing hair cutting services
- Current trends in barbering
- Different factors that will impact hair cutting services
- Tools and products to use when providing services
- Advanced cutting techniques

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

- How can I upskill my existing cutting techniques to achieve advanced looks?
- How can I personalise hair cutting services to individual requirements?
- How can I work creatively around factors that could affect services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when using a combination of barbering techniques
  2. Provide hair cutting using a combination of barbering techniques
-

## 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 and confidence in themselves; organising their time; resources and responding positively to changing situations.

### Learning outcome:

#### 1. Work safely when using a combination of barbering techniques

### Topic

- 1.1 Health and safety principles when cutting hair
- 1.2 Health and safety working practices when cutting hair

**Topic 1.1:** Learners will need to understand the health and safety working practices and how they impact barbering services with consideration of:

- different methods of cleaning, disinfecting and sterilisation in barber's shops
- hazards and risks which exist in the work area including razor blades
- safe working practices that must be followed
- the protective clothing that should be available for clients
- the importance of using the correct type of barber's chair
- the importance of preventing cross-infection and cross-infestation
- methods of working safely and hygienically to minimise the risk of cross-infection and cross-infestation.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client hair and protecting clothing
- keeping client free of excess hair cuttings throughout services
- safe handling and disposal of razor blades
- following manufacturer and workplace instructions for the safe use of tools, equipment and products.

### Learning outcome:

#### 2. Provide hair cutting services using a combination of barbering techniques

### Topics

- 2.1 The different factors that can impact services
  - 2.2 Tools, products and equipment used to cut men's hair
  - 2.3 Cutting men's hair
  - 2.4 Aftercare advice and recommendations
-

**Topic 2.1:** Learners will need to adapt barbering services to take into account any factors that may affect services and problems that may occur:

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- head and face shape
- androgenic alopecia for example, known causes and typical patterns
- presence of added hair for example toupees, implants, extensions
- piercings
- adverse skin conditions
- the average rate of hair growth
- the potential risks resulting from the continual close cutting, for example ingrowing hairs, keloids.
- problems that may occur during barbering services and ways in which they can be resolved.

**Topic 2.2:** Learners will need to use a range of tools, products and equipment to cut men's hair with consideration of:

- why hair products should be removed from hair prior to cutting
- how to maintain cutting tools and equipment, scissors, clippers, trimmers, razors
- effects that different sizes of clipper blades and attachments achieve
- how to align and test clippers
- which tools can be used on either wet or dry hair or both
- the types of products available for finishing men's hair.

**Topic 2.3:** Learners will need to cut men's hair using a combination of barbering techniques

- combining and adapting different barbering techniques
- club cutting
- scissor over comb
- clipper over comb
- thinning
- texturizing
- freehand
- tapering
- graduating
- layering
- fading
- disconnecting.

Learners will need to understand the considerations to be taken when providing barbering services:

- how to create and follow guidelines
  - how to create outline shapes that are accurate and defined including balancing and shaping sideburns
  - creating neckline shapes that take into account the natural hair line including tapered, squared, full neck line, skin fade, rounded
  - applying the correct degree of tension to the hair when cutting
  - making visual checks to ensure the finished cut and outlines are accurate
-

- working with the natural growth patterns of the hair, for example cowlick, widow's peak, double crowns
- the importance of weight distribution
- how different cutting angles will impact on weight distribution, balance and the degree of graduation
- how to cross check the cut including checking distribution of weight, balance and shape
- personalising cutting and finishing techniques.

**Topic 2.4:** Learners will need to advise clients and make recommendations following hair cutting services including:

- how to maintain the look
  - suggested time between cuts
  - the products and services provided in the barber's shop.
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UAN:	D/507/5999
Level:	3
GLH:	60

### What is this unit about?

This unit is about designing and creating facial hair shapes. In this unit learners will work towards industry standards and develop an awareness of skills and techniques required to deliver this service in a professional manner. Learners will develop and evaluate their barbering skills set through gaining practical experience.

To complete this unit, learners will be required to design and create facial hair shapes using a combination of barbering techniques taking into account any factors that may impact the style.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when creating facial hair shapes
- Current trends in facial hair shapes
- Different factors that will impact facial hair shape designs
- Tools and products to use when providing services
- Advanced barbering technique

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

- What is the history of facial hair fashion?
- How can I use my existing barbering skills to create advanced facial hair shapes?
- 

### Learning outcomes

In this unit, learners will be able to

1. Work safely when designing and creating facial hair shapes
2. Design and create facial hair shapes



## 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 and confidence in themselves; organising their time; resources and responding positively to changing situations.

### Learning outcome:

#### 1. Work safely when designing and creating facial hair shapes

### Topic

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices and how they impact services, with consideration of:

- different methods of cleaning, disinfecting and sterilisation in barber's shops
- hazards and risks which exist in the work area
- safe working practices that must be followed
- the importance of using the correct type of barber's chair
- the protective clothing that should be available for clients
- the importance of preventing cross-infection and cross-infestation
- methods of working safely and hygienically to minimise the risk of cross-infection and cross-infestation.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client hair and protecting clothing
- keeping client skin free of excess hair cuttings throughout services
- safe handling and disposal of razor blades
- following manufacturer and workplace instructions for the safe use of tools, equipment and products.

### Learning outcome:

#### 2. Design and create a range of facial hair shapes

### Topics

- 2.1 The different factors that can impact services
  - 2.2 Products, tools and equipment
  - 2.3 Facial hair designs
-

## 2.4 Aftercare advice and recommendations

**Topic 2.1:** Learners will need to adapt facial hair design services to take into account any factors that may affect services and problems that may occur:

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- head and face shape
- piercings
- tattoos
- adverse skin conditions
- the average rate of hair growth
- the potential risks resulting from the continual close cutting, for example ingrowing hairs, keloids.
- problems that may occur during facial hair shaping services can be resolved.

**Topic 2.2:** Learners will need to use products, tools and equipment when designing facial hair shapes.

- how to maintain cutting tools and equipment
- effects that different sizes of clipper blades and attachments achieve
- how to align and test clippers
- the types of products available for finishing men's facial hair shaping for example, beard oil, wax, toners.

**Topic 2.3:** Learners will need to design and create a facial hair shapes including:

- partial beards
- moustaches
- full beards.

Learners will need to understand the considerations to be taken when designing and creating facial hair shapes:

- the types of traditional and current facial hair shapes
- effects that can be created by combining and adapting different cutting techniques for example, scissor over comb, clipper over comb, freehand, fading
- the impact of client sitting positions when shaping facial hair shapes
- how to create and follow guidelines
- how to create outline shapes that are accurate and defined
- different types of neckline shapes including tapered, squared, full neck line, skin fade
- the importance of weight distribution
- working with the natural growth patterns of the hair, for example facial whirls
- balancing and shaping sideburns to meet client requirements
- how to cross check the cut including checking distribution of weight, balance and shape
- making visual checks to ensure the finished facial hair shape and outlines are accurate.

**Topic 2.4:** Learners will need to advise clients and make recommendations following facial hair shaping services including:

- how to maintain the look
  - suggested time between cuts
-

- the products and services provided in the barber's shop.

## Unit 312

## Provide shaving services

UAN:	F/507/6000
Level:	3
GLH:	120

### What is this unit about?

This unit is about providing shaving services. In this unit learners will work towards industry standards and develop an awareness of skills and techniques required to deliver shaving service in a professional manner. Learners will develop and evaluate their shaving skills set through gaining practical experience.

To complete this unit, learners will be required to provide shaving services using a combination of barbering techniques taking into account any factors that may impact the style.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when providing shaving services
- Current trends in shaving designs
- Facial massage techniques
- Anatomy and physiology
- Different factors that will impact shaving services
- Tools, equipment and products to use when providing services.

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

- How have shaving services changed over the years?
- Will I use an open blade when providing shaving services?
- What is the relevant anatomy and physiology I will need to know for facial massage services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when creating a range of shaving services
  2. Provide shaving 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 and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

### Learning outcome:

#### 1. Work safely when creating a range of shaving services

### Topic

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices and how they impact shaving services, with consideration of:

- different methods of cleaning, disinfecting and sterilisation in barber's shops
- hazards and risks which exist in the work area
- safe working practices that must be followed
- the importance of using the correct type of barber's chair
- the protective clothing that should be available for clients
- the importance of minimizing products being spread to client's eyes, clothes and surrounding area
- the importance of preventing cross-infection and cross-infestation
- methods of working safely and hygienically to minimise the risk of cross-infection and cross-infestation.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- minimising the risk of products being spread
- preparing client hair and protecting clothing
- keeping client skin free of excess hair cuttings throughout services
- safe handling and disposal of razor blades
- using head rests when providing shaving services
- following manufacturer and workplace instructions for the safe use of tools, equipment and products.

### Learning outcome:

#### 2. Provide shaving services

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## Topics

- 2.1 Anatomy and physiology
- 2.2 The different factors that can impact services
- 2.3 Shaving and facial massage services
- 2.4 Aftercare advice and recommendations

**Topic 2.1:** Learners will need to know the relevant anatomy and physiology for providing facial massage during shaving services

- the structure and function of the skin for example, epidermis, dermis, subcutaneous layer, nerve endings
- actions of the facial muscles for example frontalis, corrugator, temporalis, orbicularis oculi, procerus, nasalis, quadratus labii superioris, orbicularis oris, buccinators, risorius, mentalis, zygomaticus, masseter
- positions of the facial bones for example zygomatic, mandible, maxillae, nasal, vomer, turbinate, lachrymal, palatine
- how the natural aging process affects facial skin and muscle tone
- how environmental and lifestyle factors affect the condition of the skin
- the function of blood and lymph and their roles in improving skin and muscle tone
- how massage affects blood flow and pulse rate
- the principles of lymph circulation.

**Topic 2.2:** Learners will need to adapt shaving services to take into account the any factors that may affect services and problems that may occur:

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair growth patterns, hair length
- head and face shape
- skin elasticity
- piercings and fresh tattoos
- the average rate of hair growth
- skin conditions that may affect the service for example sensitive, comedone, milia, dehydrated, broken capillaries, mature pustules, papules, open pores, hyper pigmentation, hypo pigmentation, dermatosis papulose nigra, pseudo folliculitis, keloids
- the potential risks resulting from the continual close cutting, for example ingrowing hairs, keloids
- problems that may occur during shaving services can be resolved.

**Topic 2.3:** Learners will need to provide facial hair shave services including:

- full shave
- partial shave
- moustache
- beard outline.

Learners will need to understand the considerations to be taken when providing shaving services:

- how to maintain cutting tools and equipment including replacing the cutting edge of razors
-

- effects that different sizes of clipper blades achieve
- different shaving techniques including forehand, backhand, across/against the grain
- lathering application techniques including, brush, hand, massage
- leaving client skin free from lathering products after shaving
- the types of traditional and current facial hair shapes
- the impact of client sitting positions when providing shaving services
- how to create and follow guidelines
- balancing and shaping sideburns to meet client requirements
- making visual checks to ensure the shaving is accurate
- facial massage techniques including rotary, petrissage, tapotment
- leaving skin free from excess moisture at the end of services
- the types of products available for finishing services for example, bump spray, exfoliator, toner, oils, gels, tonics, astringents.

**Topic 2.4:** Learners will need to advise clients and make recommendations following shaving services:

- suggested time between shaving services
  - the products and services provided in the barber's shop.
-

## Unit 202

## Colour and lighten men's hair

UAN:	Y/507/6004
Level:	2
GLH:	120

### What is this unit about?

This unit is about colouring and lightening men's hair. In this unit learners will work towards industry standards and develop an awareness of skills and techniques required to deliver this service in a professional manner. Learners will develop their colouring and lightening skills set through gaining practical experience.

To complete this unit, learners will learn a variety of techniques when colouring men's hair, for example using, pulled through highlights, partial colour, block colour and shoe shine.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when colouring and lightening men's hair
- The scientific principles of colouring and lightening hair
- Different factors that will impact on the outcome of the services
- Tools and products to use when providing services
- Colouring and lightening techniques

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

- What are the reasons men might desire colouring and lightening services?
- How can I identify client requirements for colouring and lightening?
- How can I enhance men's haircuts with colouring and lightening?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when colouring and lightening men's hair
2. Provide colouring and lightening 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 and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

### Learning outcome:

#### 1. Working safely when colouring and lightening men's hair

### Topic

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices when cutting men's hair with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- the types and purposes of tests
- when and how colouring and lightening tests are carried out
- the potential consequences of failing to carry out those tests
- the importance of recording test results
- client age limitations for the use of colouring and lightening products in line with EU regulations.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of contact dermatitis, cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client's hair and protecting clothing and skin
- testing hair and skin prior to and during colouring and lightening
- following manufacturer and workplace instructions for the safe use of equipment and products.

### Learning outcome:

#### 2. Provide colouring and lightening services

### Topics

- 2.1 The scientific principles of colouring and lightening hair
  - 2.2 The different factors that can impact services
-

### 2.3 Colouring and lightening techniques for men's hair

### 2.4 Aftercare advice and recommendations

**Topic 2.1:** Learners will need to understand the scientific principles of colouring and lightening hair and how they affect services including:

- types of colouring and lightening products including semi-permanent, quasi-permanent, permanent, lighteners, toners
- the pH values of different colouring and lightening products
- the effects on the hair structure when colouring and lightening hair
- the principles of colour selection, including the International Colour Chart (ICC)
- how the natural pigmentation of hair affects the choice of colouring and lightening products
- how the type and distribution of melanin creates natural hair colour
- the effects of natural and artificial light on the appearance of hair colour
- how the different strengths of hydrogen peroxide affect the colouring and lightening of the hair
- what is meant by the term 'oxidation'
- effects of temperature on the application and development of colouring products and lighteners
- the importance of monitoring the development of colouring and lightening products
- the importance of restoring the hair's pH balance after the colouring or lightening process.

**Topic 2.2:** Learners will need to adapt colouring and lightening services to take account of the relevant factors and problems that may occur:

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- skin tone
- existing colour of hair
- percentage of white hair
- test results, hair and scalp conditions, contra-indications
- product choice and strength of hydrogen peroxide
- application and development times
- temperature
- previous hair services, for example recent perm or relaxer
- problems that may appear during colouring and lightening.

**Topic 2.3:** Learners will need to provide colouring and lightening services including:

- pulled through highlights
  - partial colour
  - block colour
  - shoe shine.
-

Learners will need to understand the considerations to be taken providing colouring and lightening services to men:

- how to apply colour in a way to complement a hair style
- the importance of applying lighteners accurately
- how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage
- why toners are used after lightening products
- how to restore the depth of colour
- how to neutralise colour tone.

**Topic 2.4:** Learners will need to advise clients and make recommendations following colouring and lightening services:

- how to maintain colour
  - suggested time interval between services
  - aftercare products and future services.
-

## Unit 308

## Hair relaxing services

UAN:	L/507/5996
Level:	3
GLH:	90

### What is this unit about?

This unit is about providing prescriptive relaxing services. The ability to analyse relaxing issues, deal with chemically treated hair, sensitised hair and plan and agree a course of action is required, as treatment may need to span a period of time and a number of appointments.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when providing relaxing hair services
- The scientific principles of relaxing hair
- Tools and products to use when providing services
- Relaxing hair techniques

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

- What is the science behind relaxing hair?
- What factors should I be aware of that might impact services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when providing hair relaxing services
  2. Provide hair relaxing 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 and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

### Learning outcome:

#### 1. Work safely when providing hair relaxing services

### Topic

- 1.1 Health and safety principles
- 1.2 Health and Safety working practices

**Topic 1.1:** Learners will need to understand health and safety working practices with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- safe working practices that must be followed
- the types and purposes of tests
- the potential consequences of failing to carry out tests
- the importance of recording test results.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- wearing personal protective equipment when using relaxing chemicals
- preparing and keeping the work area clean and tidy
- minimising the risk of contact dermatitis, cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client's hair and protecting clothing and skin
- testing hair prior to relaxing following the manufacturer instructions
- following manufacturer and workplace instructions for the safe use of equipment and products.

### Learning outcome:

#### 2. Provide hair relaxing services

### Topics

- 2.1 The scientific principles of relaxing hair
  - 2.2 The different factors that can impact services
  - 2.3 Relaxing hair techniques
  - 2.4 Aftercare advice and recommendations
-

**Topic 2.1:** Learners will need to understand the scientific principles of relaxing hair including:

- how hair and scalp analysis can affect the choice of products used
- how hydroxides behave to change the hair structure for example sodium or non-sodium
- the implications of using a hydroxide based product on ammonium thioglycolate treated hair
- how to identify the difference between hair porosity and natural keratinisation
- how normalising shampoos work and their affect on the hair structure
- the effects of pre and post treatments
- the effects of restoring the hair's pH balance after the relaxing process.

**Topic 2.2:** Learners will need to adapt relaxing services to take account of the relevant factors that may affect the services and any problems that may occur:

- hair classifications for example, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- selecting sodium or non-sodium relaxing products
- test results, hair and scalp conditions, contra-indications
- how to deal with scalp irritation during and after the relaxing process
- rectify problems that can occur during the relaxing process.

**Topic 2.3:** Learners will need to provide relaxing services to create a variety of effects using techniques including:

- correction of under processing
- partial relaxing
- relaxing varying texture on the same head
- relaxing coloured hair.

Learners will need to understand considerations to be taken when providing hair relaxing services:

- when to select sodium or non-sodium relaxer
- preparing the client hair and scalp prior to the relaxing services for example using scalp protectors and, length and ends treatments
- the different types of application techniques used during relaxing services including resistant areas, virgin hair or regrowth
- how to texturise hair
- closely monitoring development
- the necessity of thoroughly rinsing products.

**Topic 2.4:** Learners will need to advise clients and make recommendations following hair relaxing services:

- how to maintain the look
  - suggested time interval between services including a sufficient time lapse
  - aftercare products and future services.
-

## Unit 313

## Promote and sell products and services to clients

<b>UAN:</b>	R/507/4865
<b>Level:</b>	3
<b>GLH:</b>	30

This unit is about introducing learners to the essential skills of selling. With development of sales and promotion skills it is unlikely clients will feel encouraged to make use of the services offered by businesses like salons and hairdressers. Likewise, a business is reliant on the profits they are able to make through sales, if sales of products and treatments are not promoted, the opportunity to maximise income reduces. This unit will help learners recognise the necessity of encouraging the client to buy goods or services and how to maximise the opportunities to promote sales within a business to include enticing retail displays. Learners will also be encouraged to identify how these techniques can be used to make themselves more desirable to future employers.

This is a preparation for work unit which is based on capability and knowledge. Learners will be required to identify retail opportunities within the workplace and evaluate their own methods of achieving sales. The learner will be able recognise how to use their communication skills and skills of persuasion to encourage the sale of a product or service and to analyse how their attitude and appearance may influence the client's decision to make further purchases/appointments.

Through a range of activities and practical tasks the learners will cover the following areas:

- Appearances and attitudes that encourage client purchases
- Behaviours and communication skills that can encourage a client to make a purchase
- The importance of maximising profits
- Promoting and marketing products and services
- Successfully matching products and services to the client requirements
- The sale cycle

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

- Why is the promotion of products and services crucial to a business?
- What sort of techniques can be implemented to encourage sales?
- What would make me want to buy a product?

### Learning outcomes

In this unit, learners will be able to:

1. Principles of promoting and selling products, services and treatments
  2. Plan and create sales opportunities
-

## 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.

This unit is linked to all the technical units within the qualification.

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

## Learning outcome:

### 1. Principles of promoting and selling products, services and treatments

## Topics

- 1.1 The benefits of promoting products and services
- 1.2 Communication skills and behaviours that supports the promotion and selling of products
- 1.3 Promotion and sales techniques
- 1.4 The sale cycle
- 1.5 Retail and trades legislation

**Topic 1.1:** Learners will need to understand the benefits of promoting products and services including:

- the benefits to the salon, for example increased turnover, returning client base
- the benefits to the individual employee, for example commission, meeting salon targets, becoming more desirable to future employers
- the terms 'features' and 'benefits' as applied to products and services
- how marketing can improve product sales and take-up of services, for example optimising products displays, adverts, promotions
- the importance of good products and service knowledge.

**Topic 1.2:** Learners will need to use communication skills and behaviours that support promotion and selling with consideration of:

- creating a positive first impression
- effective personal presentation
- listening and questioning techniques
- consultation techniques
- effective face-to-face communication
- behaving professionally, including identifying factors that indicate making a sale is inappropriate for example client age, vulnerability, perception, psychological state
- managing client expectations, for example providing realistic and honest information.

**Topic 1.3:** Learners will need to understand the various methods of promotion and advertising techniques

- Techniques:
    - leaflets/ flyers
    - posters
-



- newspaper/magazine adverts/editorials
- in store promotions
- product trials
- vouchers
- press releases
- social media.

**Topic 1.4** Learners will need to understand the stages of the sales cycle and be able to identify buying signals and the factors that may indicate when a sale is inappropriate

- Identify client's needs
- Identify which products/services/treatments will meet the needs
- Describe the features and benefits of the products/services/treatments
- Demonstrate the products/services/treatments
- Interpret buying signals:
  - when the client is not ready to buy
    - avoiding eye contact
    - quick movements
    - handling the product with little interest
    - making excuses why they don't want to buy yet
    - studying lots of different products
  - when the client is ready to buy
    - spending time focusing on one product
    - asking specific questions about a product or service
    - discussing a price
    - holding money/purse/wallet
- Displaying possessive body language
- Highlight sale incentives
- Overcoming obstacles
- Close the sale
- When a sale is on occasion inappropriate:
  - Client's age or vulnerability – minors, elderly, vulnerable adults
  - Client's ability to make sound decisions – psychological state
  - Client's perception.

**Topic 1.5:** Learners will need to understand the legislation that applies when promoting products and services including:

- Data Protection Act
  - Sale of Goods Act
  - Distance Selling Act (replaced in June 2014 by Consumer Contracts Regulations)
  - Trade Descriptions Act
  - Consumer Protection
  - Consumer Safety Act.
-

## Learning outcome:

### 2. Plan and create sales opportunities

#### Topics

- 2.1 Sales opportunities
- 2.2 Sales techniques
- 2.3 Analysis and evaluation of sales techniques
- 2.4 Reflection on sales outcome

**Topic 2.1:** Learners will need to identify appropriate opportunities to initiate a sale using their knowledge of the clients:

- Needs:
  - Will the client benefit from purchasing products and services?
  - Is the client wishing to make a purchase as part of the overall experience of the treatment?
- Body language:
  - Is the client displaying signals that indicate the wish to make a purchase as discussed in Topic 1.3?
  - Does the client appear confident in their decision to purchase the product or service?

**Topic 2.2:** Learners will need to use their selling techniques including knowledge of communication, behavior and practical techniques to identify how to select a product, service or treatment to meet the client's needs.

Learners must be able to:

- Introduce and demonstrate products, services and treatments
- Discuss the benefits and features
- Use effective selling techniques to close a sale.

**Topic 2.3:** Learners will need to understand why analysing and evaluating their performance would develop their sales techniques.

- Analysis:
  - strengths and weaknesses
  - meeting and reviewing targets
- Methods of evaluation:
  - Visual
  - Verbal
  - Written feedback
  - Repeat business.

**Topic 2.4:** Learners will need to reflect on how effective their sales technique is through detailed analysis and evaluation of their own performance by:

- Confirmation of increased sales
  - Feedback from colleagues
  - Feedback from clients
  - Appraisal from line manager.
-

## Suggested learning resources for unit 313

Selling and promoting

### **Books**

Small Business Marketing Kit for Dummies, 3<sup>rd</sup> Edition  
Published by: Wiley, J. & Sons, 2012  
ISBN-10: 1118311833  
ISBN-13: 978-1118311837  
**Findlay Schenck, B**

Teach Yourself Research: For Business Marketing and Education  
Published by: Teach Yourself, 1998  
ISBN-10: 0844200158  
ISBN-13: 978-0844200156  
**Oliver, P**

Communication Skills: Discover the Best Ways to Communicate, Be Charismatic, Use Body Language, Persuade & Be A Great Conversationalist (Communication ... Persuasion, Body Language, Social Skills)  
**McCloud, A**  
Published by: CreateSpace Independent Publishing Platform, 2014  
ISBN-10: 1502711540 (10)  
ISBN-13: 978-1502711540 (13)

Selling For Dummies, 2nd UK Edition  
Published by: John Wiley & Sons, 2013  
ISBN-10: 1118489438  
ISBN-13: 978-1118489437  
**Kench, B**

The Fantastic Salon  
Published by: Fantastic Hairdresser Company Ltd, 2007  
ISBN-10: 0954608348  
ISBN-13: 978-0954608347  
**Austin-Smith, A**

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

- Choice Health and Wellbeing
- Guild News
- The Salon Magazine

### ***Websites***

Business balls <http://www.businessballs.com>

Talk Business <http://talkbusinessmagazine.co.uk>

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UAN:	R/507/5997
Level:	4
GLH:	90

### What is this unit about?

This unit is about identifying a range of hair and scalp conditions and providing treatments and advice to clients to improve these conditions.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety to be considered when providing specialist hair and scalp treatments
- The legal significance of maintaining client records
- The importance of empathy and sensitivity when working with clients in this context
- Different hair and scalp conditions
- The scientific principles of specialist hair and scalp treatments
- Tools and products to use when providing services
- Specialist hair and scalp treatments that can be used to treat adverse conditions

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

- What are the important personal skills required when handling sensitive issues?
- How can I upgrade my knowledge of relevant anatomy and physiology?
- What specific tools, products and equipment will support specialist services?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when providing special hair and scalp treatments
  2. Provide specialist hair and scalp treatments
-

## 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 and confidence in themselves; organising their time; resources and responding positively to changing situations.

### Learning outcome:

#### 1. Work safely when providing specialist hair and scalp treatments

### Topic

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand health and safety working practices and how they affect specialist hair and scalp services with consideration of:

- different methods of cleaning, disinfecting and sterilisation in salons
- hazards and risks which exist in the work area
- the implications of not following current relevant legislation and regulations
- responsibilities and reasons for maintaining personal hygiene, protection and appearance
- the potential consequences of failing to carry out tests
- the importance of recording test results
- salon procedures and manufacturers' instructions in relation to products, equipment and tools.

**Topic 1.2:** Learners need to be able to demonstrate working with consideration of health and safety working practices and legislation by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client's hair and protecting clothing and skin
- testing hair prior to providing hair and scalp treatments
- following manufacturer and workplace instructions for the safe use of equipment and products.

Learners will need to understand the legal significance of maintaining client records:

- recording of client responses to questioning in case of legal dispute
  - the importance of gaining and recording client agreement to treatments
  - the importance of updating client records with details of specialist hair and scalp treatments.
-

## Learning outcome:

### 2. Provide specialist hair and scalp treatments

#### Topics

- 2.1 The scientific principles of specialist hair and scalp treatments
- 2.2 The different factors that can impact services
- 2.3 Specialist hair and scalp treatments
- 2.4 Aftercare advice and recommendations

**Topic 2.1:** Learners will need to understand the scientific principles of specialist hair and scalp treatments services:

- the structure, function and actions of muscles of the head and neck
- the position of the primary bones of the head and neck
- the principles of the endocrine system
- the structure and function of the circulatory system, the lymphatic system, the nervous system
- the structure and function of the skin and hair
- the hair growth cycle
- the reasons for normal and abnormal hair growth for example, topical, congenital, systemic
- how the active ingredients in specialist hair and scalp products work
- different types of hair loss, their causes and how to recognise them
- the stages of male and female pattern hair loss using different classifications for example Hamilton and Ludwig
- the effects of erythema and hyperemia
- the effects of chemotherapy and radiotherapy on hair growth
- the signs, symptoms and causes of treatable adverse hair and scalp conditions including dry, oily, sensitive, pityriasis capitis, scaling, chemically, physically and environmentally damaged hair
- how other signs and symptoms can give an indication of the cause of hair and scalp problems
- the likely causes of adverse hair and scalp conditions.

**Topic 2.2:** Learners will need to adapt specialist hair and scalp treatments to take account of the relevant factors that may affect services and any problems that may occur:

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- scalp conditions
- unusual features on the scalp.

**Topic 2.3:** Learners will need to provide specialist hair and scalp treatments on adverse hair and scalp conditions including:

- dry scalp
-

- oily scalp
- sensitised scalp
- scaling scalp
- pityriasis capitis
- diffuse hair loss (general thinning)
- chemically damaged hair
- environmentally damaged hair
- physically damaged hair.

Learners need to understand considerations to be taken when providing specialist hair and scalp treatments:

- specialist hair and scalp treatment products, oils, creams, lotions, spirit based, treatment conditioners and shampoos
- the effects different tools and equipment, high frequency, vibro massage, heat accelerators, steamers
- the preparation and application techniques
- the effects of different massage techniques including tapotment, effleurage, petrissage, friction, vibration
- the importance of adapting massage techniques, treatments and equipment to suit the hair and scalp condition and the client's needs
- the importance of ensuring the hair and scalp are left clear of treatment products
- different types of medical treatments for hair loss
- the different types of technological advancements for the treatment of hair and scalp conditions.

**Topic 2.4:** Learners will need to advise clients and make recommendations following specialist hair and scalp treatments including:

- general factors that contribute to healthy hair and scalp
  - advice and support available for clients with hair loss
  - explaining any further requirement for courses of treatment
  - evaluating the effectiveness of the hair and scalp treatment
  - products and services provided in the salon.
-



UAN:	T/507/5992
Level:	4
GLH:	90

### What is this unit about?

This unit is about developing creative skills in a way that enhances the learner's professional profile. The ability to research, plan and create a range of images in conjunction with others is required. Evaluation of the results and how the design image may be adapted for commercial use also forms an important part of this unit. Learners will plan showcasing opportunities and consider the market benefits of showcasing their work in this way.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety to be considered when attending showcasing events
- Communication skills needed when working with stakeholders
- Researching creative design ideas
- Planning showcasing events
- Designing and producing creative hair styles
- Evaluating designs

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

- Why is it beneficial to showcase my work?
- What sources of inspiration could influence my designs?
- Where can my design skills progress to?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when producing creative hair designs
  2. Research creative hair designs and plan showcasing opportunities
  3. Develop creative hair designs
-

## 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 and confidence in themselves; organising their time; resources and responding positively to changing situations.

### Learning outcome:

#### 1. Working safely when producing creative designs

### Topic

- 1.1 Health and safety principles
- 1.2 Health and safety working practices

**Topic 1.1:** Learners will need to understand health and safety working practices with consideration of:

- safe and hygienic working practices for example, clean and tidy work area, preparing model's hair and protecting clothing
- different methods of cleaning, disinfecting and sterilisation
- hazards and risks which exist in the work area
- carrying out risk assessments, for example when working at external venues or off site
- the potential hazards and risks to consider when working at external venues or off site.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning models to meet the needs of the design without causing discomfort.

### Learning outcome:

#### 2. Research creative hair designs and planning showcasing opportunities

### Topics

- 2.1 Communicating with stakeholders
- 2.2 Research creative hair designs
- 2.3 Plan showcasing opportunities

**Topic 2.1:** Learners will need to use effective communication skills with stakeholders including:

- ways of visually presenting design ideas or concepts effectively to others
  - accepting constructive feedback when presenting design ideas or concepts
  - listening to and respecting the views and opinions of others
-

- how and when to participate in discussions and move them forward
- how to encourage interaction of ideas.

**Topic 2.2:** Learners will need to research creative design ideas including:

- developing a theme as a basis for a hair design image for example historical, cultural, fashion, avant garde
- using sources of creative information for example front cover of magazines, catwalks, Instagram, Pinterest
- using basic principles of design, scale and proportion when creating an image
- identifying the intended activity for which the images are required
- identifying ways to showcase creative hair designs for example, photographic shoots, hair shows and competitions, social media

**Topic 2.3:** Learners will need to plan showcase opportunities with consideration of:

- the range and availability of resources for showcasing
- identifying stakeholders including models, photographers, line manager, make-up artists, colleagues, audience, competition judges
- clearly defining the roles and responsibilities of others involved
- detailed and accurate planning
- identifying how to resolve common problems associated with showcasing events such as staffing, tools and equipment breakdowns and time overruns
- considering factors when planning promotional activities for example, working to a budget, venue requirements, objective
- gaining feedback from stakeholders
- identifying potential commercial benefits that can arise from showcasing creative hair design work.

## Learning outcome:

### 3. Develop creative hair designs

#### Topics

- 3.1 Tools, products, equipment and techniques for developing creative hair designs
- 3.2 Creative hair designs
- 3.3 Evaluate creative hair designs

**Topic 3.1:** Learners will need to understand the selection of tools, products, equipment and techniques when developing creative hair designs with consideration of:

- the different effects products, tools and equipment can achieve
  - creative techniques including finger waving, pin curling, adding hair, plaiting, twisting, weaving
  - the types of non-conventional items that may be used when styling hair and the effects they can create for example tin cans, chopsticks, rik raks, foil, cardboard, postiche
  - ways in which additional media can be used to complement the overall design image for example, ornamentation, accessories, clothes, make-up
  - adapting designs to meet any influencing factors for example model cancellation, availability of resources, limitations of hair type
-

- ensuring the finished images meets agreed design plans.

**Topic 3.2:** Learners must produce hair images using a combination of creative techniques that could be showcased including:

- avant garde
- based on a theme
- commercial.

**Topic 3.3:** Learners will need to evaluate their creative hair designs by:

- presenting final results in a way that demonstrates innovative feature designs and enhances professional profile
  - seeking feedback from relevant stakeholders on the impact and effectiveness of images
  - evaluating performance against objectives
  - evaluating how the design image may be adapted for commercial use.
-

## Unit 404

## Design and create patterns in hair

UAN:	R/507/6003
Level:	4
GLH:	120

### What is this unit about?

This unit is about designing and creating advanced patterns in hair. In this unit learners will work towards industry standards and develop an awareness of skills and techniques required to deliver this service in a professional manner. Learners will develop and evaluate their barbering skills set through gaining practical experience.

To complete this unit, learners will be required to design and create advanced patterns in hair using a combination of barbering techniques including 3D, 2D, pictorial and stencils taking into account any factors that may impact the style.

Through a range of activities and practical tasks the learners will cover the following areas:

- Health and safety, and legislation to be considered when creating patterns in hair
- Current trends in patterns in hair
- Different factors that will impact the design
- Tools and products to use when providing services
- Advanced design techniques

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

- How can I use my existing barbering skills to create advanced hair designs?
- Could this lead into barbering competitions and fashions shows?
- Can I create my own designs?

### Learning outcomes

In this unit, learners will be able to

1. Work safely when designing and creating patterns in hair
  2. Design and create patterns in 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 and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

### Learning outcome:

#### 1. Work safely when designing and creating patterns in hair

### Topic

- 1.1 Health and safety principles
- 1.2 Health and Safety working practices

**Topic 1.1:** Learners will need to understand the health and safety working practices when designing and creating patterns in hair:

- different methods of cleaning, disinfecting and sterilisation in barber's shops
- hazards and risks which exist in the work area
- safe working practices that must be followed
- the importance of using the correct type of barber's chair
- safe handling and disposal of razor blades
- the protective clothing that should be available for clients
- the importance of preventing cross-infection and cross-infestation
- methods of working safely and hygienically to minimise the risk of cross-infection and cross-infestation.

**Topic 1.2:** Learners will need to work with consideration of health and safety working practices by:

- maintaining personal hygiene and safety practices
- preparing and keeping the work area clean and tidy
- minimising the risk of cross-infection and cross-infestation
- ensuring own posture and working methods minimise fatigue and risk of injury
- positioning clients to meet the needs of services without causing discomfort
- preparing client hair and protecting clothing
- keeping client skin free of excess hair cuttings throughout services
- following manufacturer and workplace instructions for the safe use of tools, equipment and products.

### Learning outcome:

#### 2. Design and create patterns in hair

### Topics

- 2.1 The different factors that can impact services
  - 2.2 Products, tools, equipment for creating and designing patterns in hair
-

### 2.3 Patterns in hair

### 2.4 Aftercare advice and recommendations

**Topic 2.1:** Learners will need to adapt services to take into account factors that may influence designing and creating patterns in hair including:

- hair classifications for example, Type 1 – straight hair, Type 2 – wavy hair, Type 3 – curly hair, Type 4 – very curly hair
- hair characteristics for example, hair density, hair texture, hair elasticity, hair porosity, hair condition, hair growth patterns, hair length
- head and face shape
- piercings
- tattoos
- scarring
- adverse skin conditions
- the average rate of hair growth
- the potential risks resulting from the continual close cutting, for example ingrowing hairs, discolouration, callous skin
- problems that may arise during the hair design service.

**Topic 2.2:** Learners will need to use products, tools, equipment when designing and creating patterns in hair:

- why hair products should be removed from hair prior to cutting
- how to maintain cutting tools and equipment including clippers, trimmers, razors
- effects that different sizes of clipper blades and attachments achieve
- how to align and test clippers
- the types of products available for finishing patterns in hair, wax, shine spray, coloured sprays.

**Topic 2.3:** Learners will need to design and create patterns in hair using cutting techniques to achieve definition, shape and depth of design including:

- 2D
- 3D
- pictorial
- symmetrical
- fading.

Learners will need to understand the considerations to be taken when designing and creating patterns in hair:

- effects that can be created by combining and adapting different cutting techniques for example, clipper over comb, freehand, fading
  - positioning the design to meet the design plan
  - adapting the size of the coverage to suit client head size, shape and existing haircut including full head or partial head
  - how to create and follow guidelines for example stencils, freehand
  - the importance of weight distribution
  - personalising finishing techniques
-

- making visual checks to ensure the finished designs are accurate.

**Topic 2.4:** Learners will need to advise clients and make recommendations following designing and creating patterns in hair:

- how to maintain the look
  - suggested time between cuts
  - the products and services provided in the barber's shop.
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## Appendix 1      Sources of general information

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

### *City & Guilds Centre Manual*

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. 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 and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

### *Our Quality Assurance Requirements*

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

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

**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.

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## Useful contacts

<b>UK learners</b> General qualification information	<b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	<b>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	<b>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	<b>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	<b>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	<b>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	<b>E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></b>

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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. 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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