



# City & Guilds Level 1 NVQ Certificate in Hairdressing and Barbering (6008-01)

January 2025 Version 3.4

For teaching from September 2024 onwards

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	07.3 Service enterprise
<b>City &amp; Guilds number</b>	6008
<b>Age group approved</b>	16-19; 19+
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio of evidence;
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Approval application required;
<b>Support materials</b>	Assessor Guide; Candidate logbook
<b>Apprenticeship</b>	This qualification is not part of an apprenticeship framework.
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 1 NVQ Certificate in Hairdressing and Barbering	208	230	6008-01	601/5909/1

Version and date	Change detail	Section
1.1 July 2015	Unit 212 - added knowledge statement K21 to AC3.2 Corrected definitions for “3D” and “Disinfection” in Appendix 3	Units, Appendix 3
2.0 November 2015	Clarification made to requirements for staff delivering the qualification.	Centre Requirements
3.0 May 2016	Unit evidence requirements updated in line with revised habia assessment strategy	Units
3.1 September 2017	Added GLH and TQT details	Qualification at a glance and Introduction
3.2 April 2023	Titling Updated	Throughout
3.3 September 2024	Updated CASS statement Updated assessment methods	Section 3 Throughout
3.4 January 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	Throughout

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# 1 Introduction

Area	Description
Who is the qualification for?	The Level 1 NVQ Certificate in Hairdressing and Barbering is designed for learners who are new to the industry and have little or no experience of hairdressing and barbering. The qualification provides the necessary skills and knowledge that prove occupational competence as a hairdressing or barbering assistant.
What does the qualification cover?	This qualification allows candidates to learn, develop and practice the skills required to assist with services such as relaxing, colouring and lightening, perming, shaving, plaiting, twisting, shampooing, conditioning and blow drying hair, to develop effective working relationships and to assist with reception duties and the maintenance of work areas.
What opportunities for progression are there?	Learners may progress to employment as a salon assistant and/or to the following City & Guilds qualifications: Level 2 NVQ Diploma in Hairdressing Level 2 NVQ Diploma in Barbering
Who did we develop this qualification with?	This qualification has been developed with Habia.
Is it part of an apprenticeship framework or initiative?	This qualification is not part of an apprenticeship framework or initiative.

## 2 Structure

To achieve the **City & Guilds Level 1 NVQ Certificate in Hairdressing and Barbering**, learners must achieve a minimum of **23** credits overall. **14** credits must be achieved from the mandatory units, and a minimum of **9** credits must be achieved from the optional units.

UAN	City & Guilds unit number	Unit title	Credit Value	GLH
<b>Mandatory</b>				
J/506/9582	101	Prepare for hair services and maintain work areas	3	26
H/506/9377	102	Contribute to the development of effective working relationships	3	25
T/506/9495	103	Blow dry hair	4	40
F/506/9371	104	Shampoo and condition hair	4	40
<b>Optional</b>				
L/506/9342	105	Assist with relaxing services	5	50
K/506/9588	106	Assist with salon reception duties	4	38
A/506/9370	107	Assist with hair colouring and lightening services	5	48
A/506/9496	108	Plait and twist hair using basic techniques	4	40
J/506/9369	109	Assist with perming hair services	5	48
Y/506/9375	212	Remove hair extensions	5	48
L/506/9762	218	Assist with shaving services	5	39

## Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.1) TQT comprises of the following two elements:

TQT consists of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
Level 1 NVQ Certificate in Hairdressing and Barbering	208	230

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## 3 Centre requirements

### Approval

#### Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document [Centre Approval Process: Quality Assurance Standards](#) for further information.

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

#### Automatic approval

If your Centre is approved to offer the qualification 3008-01/3008-51/3008-91 Level 1 NVQ Certificate in Hairdressing and Barbering you can apply for the new 6008-01/6008-91 Level 1 NVQ Certificate in Hairdressing and Barbering approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast-track form if:

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

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

Please refer to the document [Centre Approval Process: Quality Assurance Standards](#) for further information.

## Resource requirements

### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent and/or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training. This occupational competence or knowledge must be at least one level above the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training

The assessor must:

- hold, or be working towards a valid assessors' qualification based on LSIS, formally LLCC, Learning and Development National Occupational Standards (2010)
- have an in-depth technical knowledge of the qualification
- complete a minimum of 30 CPD hours per annum (1 Sep-31 Aug).

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Please refer to the Assessor Guide document for details on the role of the supervisors and managers as witnesses.

### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

## Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the What is CASS? and Quality Assurance Standards documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification

- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

### **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

### **Age restrictions**

This qualification is approved for learners aged 16-19, 19+.

Legal restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

## 4 Delivering the qualification

### 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 training needs
- support and guidance they may need when working towards their qualification(s)
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands 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.

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

**[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)**

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

**[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible

- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessor guide	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Candidate logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. City & Guilds premium logbooks can be ordered from the Walled Garden ([www.walledgarden.com](http://www.walledgarden.com)).

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

## 5 Assessment

### E-volve knowledge-based assessments

Paper based knowledge assessment will no longer be available to learners from 1st September 2024 onwards for units where online e-volve assessment is available. Where a unit has only paper-based assignments for assessment of knowledge, this will remain the case.

From this date online e-volve assessments (500/600/700 component numbers) must be completed for units where they are available – see assessment table below for further details.

After 1st September 2024, to confirm correct completion of e-volve knowledge assessments, the relevant 000 'Confirmation of e-volve assessment completion' component (shown below) must be claimed on the Walled Garden by providers, alongside results entry for practical assessments.

**NB** – Paper based assessments completed by learners prior to 1st September 2024 may be claimed within a learner's period of registration (the relevant 000 'Confirmation of e-volve assessment completion' must be claimed regardless).

### Confirmation of e-volve assessment completion' component numbers

Title	Component number
Level 1 NVQ Certificate in Hairdressing and Barbering (6008-01)	001
Level 1 NVQ Certificate in Hairdressing and Barbering (6008-91)	006

## Summary of assessment methods

Candidates must:

- have a completed portfolio of evidence for each unit
- have achieved/completed the essential knowledge and understanding requirements

## Assessment types

Unit	Title	Assessment method	Where to obtain assessment materials
101	Prepare for hair services and maintain work areas	Portfolio and Online multiple choice test	Test number <b>501</b> Multiple choice tests
102	Contribute to the development of effective working relationships	Portfolio and Online multiple choice test	Test number <b>502</b> Multiple choice tests
103	Blow dry hair	Portfolio and Online multiple choice test	Test number <b>503</b> Multiple choice tests
104	Shampoo and condition hair	Portfolio and Online multiple choice test	Test number <b>504</b> Multiple choice tests
105	Assist with relaxing services	Portfolio and Online multiple choice test	Test number <b>505</b> Multiple choice tests
106	Assist with salon reception duties	Portfolio and Online multiple choice test	Test number <b>506</b> Multiple choice tests
107	Assist with hair colouring and lightening services	Portfolio and Online multiple choice test	Test number <b>507</b> Multiple choice tests
108	Plait and twist hair using basic techniques	Portfolio and Online multiple choice test	Test number <b>508</b> Multiple choice tests
109	Assist with perming hair services	Portfolio and	Test number <b>509</b> Multiple choice tests

Unit	Title	Assessment method	Where to obtain assessment materials
		Online multiple choice test	
212	Remove hair extensions	Portfolio and Online test	Online test number <b>612</b>
218	Assist with shaving services	Portfolio and Online test	Online test number <b>618</b>

## Assessment strategy

sample assignments that can be downloaded from the City & Guilds website. The assessment strategy for this qualification has been produced in partnership with industry, awarding organisations and Habia.

It outlines the principles and requirements to be applied to assessment of performance and competence, and knowledge and understanding for this qualification. All of the information from the strategy can be found in the Qualification Handbook and the Assessor Guide documents, in addition a full copy of the strategy can be downloaded from the Habia website.

The strategy specifies the evidence requirements for each unit. These are included in the supporting evidence section of each unit in the handbook.

## Portfolio of evidence

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

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

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

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

## Evidence sources

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit.

Evidence sources may include:

- training logbooks
- centre-produced worksheets and activities

- annotated photographs
- video clips (maximum duration in total = 10 minutes)
- workplace documentation/records, for example job cards/job sheets, equipment check/maintenance/service records, parts order records.

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a statement from the centre confirming this.

Evidence **must not** include:

- any methods of self-assessment
- any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions.

### **Time constraints**

Qualification registration is valid for three years.

### **Recognition of Prior Learning (RPL)**

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL allows an individual to avoid unnecessary learning, meaning that they can present for summative assessment without repeating learning in areas where they will be able to show that they can meet the learning outcome(s).

It remains the role of assessors and quality assurance staff to ensure that evidence for RPL meets the relevant outcomes of the qualification.

The centre manual contains further information on RPL.

## 6 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- unit aim
- assessment type
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information
- relationship to NOS/mapping to occupational/apprenticeship standards.

### Guidance for the delivery of the units

The qualification comprises of a number of **units**. A unit describes what is expected of a competent person in particular aspects of his/her job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance, and knowledge and understanding) which specify the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard. The practical and knowledge requirements from the National Occupational Standards are mapped to each assessment criteria.

**Range** statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied. There are two types of range: practical and knowledge. Practical range is specific to learning outcome which assess competence/practical skills. Knowledge range is specific to learning outcomes which assess knowledge and understanding. All of the units are underpinned with expected values and behaviours. These are detailed in Appendices 1 and 2.

### Unit numbering

Habia unit numbers in the National Occupational Standards begin with either 'CHB' for Combined hair hairdressing and barbering, 'C' for Combined hair, 'CH' for Combined hair hairdressing, 'CB' for Combined hair barbering, 'AH' for African type hair. City & Guilds unit numbers (three digit number placed in front of unit titles in both the handbook and logbooks) are to be used for candidate registration and results entries.

## Unit 101

## Prepare for hair services and maintain work areas (CHB1)

<b>UAN:</b>	J/506/9582
<b>Unit level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Unit aim:</b>	This standard is about preparing for hairdressing and or barbering services and maintaining work areas.
<b>Relationship to NOS:</b>	SKACHB1
<b>Endorsed by</b>	habia
<b>Assessment type:</b>	Portfolio and online multiple choice test.

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### Learning outcome

The learner will:

- 1 Be able to prepare and maintain the work area for hair services

### Assessment criteria

The learner can:

- 1.1 Prepare for hair services
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Prepare your client to meet salon's requirements (P2)
  - c Wear personal protective equipment, when required (P3)
  - d Set up materials, tools and equipment for hair services following the stylist's instructions (P4)
  - e Make sure that materials, tools, equipment and work area are ready in time for the service (P5)
  - f Make sure all tools, for hair services are cleaned using the correct method (P6)
  - g Obtain any client records in time for consultation by the stylist (P7)
- 1.2 Maintain the work area
  - a Dispose of hair and waste materials (P8)
  - b Check and clean equipment according to manufacturers' instructions and your salon's requirements (P9)

- c Make sure that there are enough clean towels and gowns to last through the working day (P10)
  - d Keep stocks of products and other items needed for hair services replenished to the levels required by your salon (P11)
  - e Store records, materials and equipment in the required place (P12)
  - f Clean work surfaces leaving the work area in a suitable condition for further services (P13)
- 

### Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect the maintenance of work areas

### Assessment criteria

The learner can:

- 2.1 Outline own responsibilities for health and safety
    - a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
    - b General salon hygiene principles in relation to floors and seating, working surfaces, mirrors and salon equipment (K2)
    - c Why it is important to use personal protective equipment (K5)
    - d The type of personal protective equipment available (K6)
    - e Your salon's requirements for work area preparation and maintenance, including the checking and cleaning of equipment (K7)
  - 2.2 Outline the importance of keeping and correctly storing client records
    - a The importance of the correct storage of client records in relation to the Data Protection Act (K11) and GDPR
    - b The importance of and reasons for keeping records of hair services (K12)
  - 2.3 Describe contact dermatitis and how it can be prevented
    - a What contact dermatitis is, and how to avoid developing it whilst carrying out services (K8)
  - 2.4 State the importance of preventing cross-infection and cross-infestation
    - a Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K3)
    - b How to clean, disinfect and sterilise different types of tools for the different hair services such as metals, plastic, wood, electrical (K9)
    - c The difference between sterilising and disinfecting (K10)
  - 2.5 Describe the potential hazards and possible risks that may occur in the workplace
    - a The hazards and risks which exist in your workplace and the safe working practices which you must follow (K4)
  - 2.6 Describe safe and hygienic working methods and practices that must be followed throughout the services
-

- a The importance of following suppliers' and manufacturers' instructions for the safe use of equipment, materials and products (K19)
- 

## Range

(AC2.1) **Health and Safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role.

- 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 Management of Health and Safety at Work Regulations
  - The Health and Safety (Information for Employees) Regulations
- 

## Learning outcome

The learner will:

- 3 Know how to prepare and maintain the work area for hair services

## Assessment criteria

The learner can:

- 3.1 Describe how to prepare for hair services
    - a The types of products, materials, tools and equipment required for hair services offered by your salon (K16)
  - 3.2 Describe how to store products, materials, tools and equipment required for hair services
    - a How to set up materials, tools and equipment for the hair services offered by your salon (K17)
    - b How and where to store materials, tools and equipment (K18)
    - c The importance of checking and replenishing stock items (K20)
  - 3.3 Outline how to dispose of waste materials and products to maintain the work area
    - a How to dispose of waste materials and products from hair services (K15)
    - b The condition in which the work area should be left ready for further services (K21)
  - 3.4 State the importance of understanding and following instructions
    - a The importance of following your stylist's instructions (K13)
    - b The importance of checking you have understood the instructions given by the stylist (K14)
-

## Unit 101

## Prepare for hair services and maintain work areas (CHB1)

### Supporting Information

#### ***Evidence requirements***

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 You must practically demonstrate in your everyday work that you have met the standard for preparing and maintaining work areas.
- 3 Your Assessor will observe your performance on **at least 3 occasions** and must include preparation for **3 different** hairdressing or barbering services.
- 4 No range items.

## Unit 102

## Contribute to the development of effective working relationships (CHB2)

<b>UAN:</b>	H/506/9377
<b>Unit level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Unit aim:</b>	This standard is about forming good relationships with clients in a way that promotes goodwill and trust, being able to work effectively when supporting your colleagues and using opportunities for learning what happens within your job role.
<b>Relationship to NOS:</b>	SKACHB2
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online multiple choice test.

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### Learning outcome

The learner will:

- 1 Be able to develop working relationships with clients and colleagues

### Assessment criteria

The learner can:

- 1.1 Develop effective working relationships with clients
  - a Communicate with clients according to organisational procedures (P1)
  - b Handle client belongings with care and return them when required (P2)
  - c Refer any client concerns to the relevant person (P3)
  - d Maintain client comfort and care to the satisfaction of the client (P4)
  - e Meet your salon's standards for appearance and behaviour (P5)
- 1.2 Develop effective working relationships with colleagues
  - a Ask for help and information from your colleagues, when necessary (P6)
  - b Respond to all requests for assistance (P7)
  - c Make sure the timing of your assistance to colleagues ensures the smooth running of the salon (P8)

- d Give the type of assistance to your colleagues which meets your job responsibilities (P9)
  - e Pass up tools and materials in a way to ensure the smooth delivery of the service (P10)
  - f Report any problems likely to affect salon services to the relevant person (P11)
- 

### Learning outcome

The learner will:

- 2 Be able to plan for self-development within job role

### Assessment criteria

The learner can:

- 2.1 Identify personal strengths and weaknesses
    - a Identify your own strengths and weaknesses within the job role and ensure that these are agreed with the relevant person (P12)
    - b Find out more information from relevant people to perform a task when the instructions you have are unclear (P13)
    - c Ask for feedback from relevant people on your progress and how this can be improved (P14)
    - d Ask your colleagues to help you learn if you find tasks difficult (P15)
    - e Take opportunities to learn when they are available (P16)
  - 2.2 Contribute and agree to a self-development plan with targets
    - a Agree realistic self development targets with the relevant person (P17)
    - b Regularly review your progress towards achieving your agreed targets (P18)
    - c Use the results of your reviews to develop your future personal development plan (P19)
- 

### Range

- (AC2.1) **Opportunities to learn:** active participation in training and development activities  
active participation in salon activities  
watching technical activities
  - (AC2.1) **Relevant people:** work colleagues  
clients  
management
- 

### Learning outcome

The learner will:

- 3 Know the key factors that contribute to effective working relationships

### Assessment criteria

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The learner can:

- 3.1 Describe how salon and legal requirements affect working relationships
  - a Your job role and responsibilities and how this relates to the role of other team members (K1)
  - b When you need to seek assistance, agreement with or permission from others (K2)
  - c Why it is important to work within your job responsibilities and what might happen if you do not do so (K3)
  - d The standards of behaviour that are expected of you when working in the salon, including attendance and punctuality (K4)
  - e Your salon's standards for personal appearance (K5)
- 3.2 Describe communication techniques and their importance in developing working relationships
  - a How to communicate in a clear, polite, confident way and why this is important (K7)
  - b The questioning and listening skills you need in order to find out information (K8)
  - c The different methods of communication (K9)
  - d How to recognise when a client is angry and when a client is confused (K10)
- 3.3 Outline the importance of following salon procedures
  - a Your salon's guidelines for client care and why they should be followed (K6)
- 3.4 State the importance of target setting and improving personal performance
  - a How to get information about your job, your work responsibilities and the standards expected of you (K11)
  - b Your salon's appeals and grievance procedures (K12)
  - c Your personal development targets and timescales (K13)
  - d The importance of meeting your work targets (K14)
  - e How to identify your own strengths and weaknesses (K15)
  - f The importance of continuous professional development (K16)
  - g Who can help you identify and obtain opportunities for your development and training (K17)
  - h How using the National Occupational Standards can help you identify your development needs (K18)
  - i Why good working relationships are important (K19)
  - j How to react positively to reviews and feedback and why this is important (K20)
  - k How to manage your time effectively (K21)
  - l Who to report to when you have difficulties in working with others (K22)

## Unit 102

## Contribute to the development of effective working relationships (CHB2)

### Supporting Information

#### ***Evidence requirements***

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

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

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

4 You must show that you have:

- used all opportunities to interact with relevant people.

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

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 103

## Blow dry hair (CHB5)

<b>UAN:</b>	T/506/9495
<b>Unit level:</b>	Level 1
<b>Credit value:</b>	4
<b>GLH:</b>	40
<b>Unit aim:</b>	This standard is about carrying out basic blow drying techniques using tools and products following the instructions of the stylist.
<b>Relationship to NOS:</b>	SKACHB5
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online multiple choice test.

---

### Learning outcome

The learner will:

- 1 Be able to blow dry hair

### Assessment criteria

The learner can:

- 1.1 Prepare for blow drying services
  - a Prepare your client to meet salon's requirements (P2)
  - b Protect your client's clothing throughout the service (P3)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Position your client to meet the needs of the service without causing them discomfort (P4)
  - c Ensure your own posture and position, whilst working, minimises fatigue and the risk of injury (P5)
  - d Keep your work area clean and tidy throughout the service (P6)
  - e Use working methods that:
    - (P7.1) minimise the wastage of products
    - (P7.2) minimise the risk of damage to tools and equipment
    - (P7.3) minimise the risk of cross-infection
    - (P7.4) make effective use of your working time

- (P7.5) ensure the use of clean resources
  - (P7.6) minimise the risk of harm or injury to yourself and others
  - f Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P8)
  - g Follow stylists' instructions throughout the service (P9)
  - h Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
  - 1.3 Confirm blow drying instructions with stylist
    - a Confirm blow drying instructions with your stylist prior to starting the service (P11)
  - 1.4 Apply products as instructed
    - a Apply products, if required, following your stylist's instructions (P12)
  - 1.5 Select suitable tools and equipment
    - a Use your tools and equipment effectively to achieve the required result (P15)
  - 1.6 Carry out blow drying services
    - a Control your tools and equipment to minimise the risk of damage to the hair and client discomfort (P13)
    - b Check your client is comfortable during the blow drying process (P14)
    - c Control your client's hair during the blow drying process (P16)
    - d Take sections of hair which suit the size of styling tools (P17)
    - e Maintain an even tension throughout the blow drying process (P18)
    - f Keep the hair damp throughout the blow drying process (P19)
    - g Ensure the finished result meets with your stylist's instructions (P20)
- 

### Range

- (AC1.3) **Blow drying:** creating volume  
straightening  
creating movement
  - (AC1.5) **Tools:** flat brushes  
round brushes
  - (AC1.6) **Hair:** above shoulder length  
below shoulder length
- 

### Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect blow drying services

### Assessment criteria

The learner can:

- 2.1 Outline responsibilities for health and safety in own role
    - a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
-

- b The range of protective clothing and products that should be available to yourself and clients (K4)
  - c The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K13)
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
- a Your salon's requirements for client preparation (K2)
  - b Your salon's requirements for the disposal of waste (K3)
  - c How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K6)
  - d Why it is important to position your tools, products and materials for ease of use (K7)
  - e Your salon's and legal requirements for disposal of waste materials (K10)
  - f The importance of checking client comfort throughout the blow drying process (K21)
- 2.4 Describe contact dermatitis and how it can be prevented
- a What contact dermatitis is, and how to avoid developing it whilst carrying out styling and finishing services (K5)
- 2.5 State the importance of following instructions when blow drying
- a The importance of following your stylist's instructions (K12)
- 2.6 State the importance of preventing cross-infection and cross-infestation
- a Why it is important to keep your work area clean and tidy (K8)
  - b Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K9)
  - c Methods of cleaning, disinfecting and sterilisation used in salons (K14)

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## Range

(AC2.1) **Health and Safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations

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### Learning outcome

The learner will:

- 3 Know the science of blow drying hair

### Assessment criteria

The learner can:

- 3.1 Describe the structure of the hair
    - a The basic structure of the hair (K24)
  - 3.2 Describe the effects of humidity on hair
    - a The effects of humidity on the hair (K25)
- 

### Learning outcome

The learner will:

- 4 Know the tools, equipment, products and techniques used to blow dry hair

### Assessment criteria

The learner can:

- 4.1 Identify the tools, equipment and products available and the effects they achieve
    - a The types and purposes of blow drying products (K16)
    - b The range of flat and round brushes available for blow drying (K17)
  - 4.2 State the importance of following salon and manufacturers' instructions for products, tools and equipment
    - a Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K11)
  - 4.3 Outline the importance of applying correct technique during drying and finishing services
    - a Your salon's expected service times for basic blow drying services (K15)
    - b Why and how to use flat and round brushes to create volume, movement and to straighten hair (K18)
    - c Why the direction of the airflow is important to achieve the desired look and avoid damage to the cuticle (K19)
    - d The importance of controlling your tools to minimise damage to the hair and scalp and prevent client discomfort (K20)
    - e Methods of handling and controlling hair sections during the blow drying process (K22)
    - f How the incorrect application of heat can affect the hair and scalp (K23)
  - 4.4 Outline the importance of using products cost effectively
-

## Unit 103

## Blow dry hair (CHB5)

### Supporting Information

#### ***Evidence requirements***

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

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

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

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

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

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

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 104

## Shampoo and condition hair (CHB10)

<b>UAN:</b>	F/506/9371
<b>Unit level:</b>	Level 1
<b>Credit value:</b>	4
<b>GLH:</b>	40
<b>Unit aim:</b>	This standard is about the skill of shampooing and conditioning using massage techniques and products for different types of hair, following the instructions of a stylist.
<b>Relationship to NOS:</b>	SKACHB10
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online multiple choice test.

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### Learning outcome

The learner will:

- 1 Be able to shampoo and condition the hair and scalp

### Assessment criteria

The learner can:

- 1.1 Prepare for shampooing and conditioning services
  - a Prepare your client to meet salon's requirements (P2)
  - b Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P9)
  - c Replenish low levels of resources, when required, to minimise disruption to your own work and to clients (P12)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Protect your client's clothing throughout the service (P3)
  - c Wear personal protective equipment, if required (P4)
  - d Position your client to meet the needs of the service without causing them discomfort (P5)
  - e Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P6)

- f Keep your work area clean and tidy throughout the service (P7)
  - g Use work methods that minimise the risk of cross-infection (P8.2)
  - h Use work methods that ensure the use of clean resources (P8.4)
  - i Use work methods that minimise the risk of harm or injury to yourself and others (P8.5)
  - j Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P11)
- 1.3 Use products, tools and equipment as instructed
- a Use products and tools following the stylist's instructions (P14)
- 1.4 Carry out shampooing and conditioning services as instructed
- a Use work methods that minimise the wastage of products (P8.1)
  - b Use work methods that make effective use of your working time (P8.3)
  - c Follow stylists' instructions throughout the service (P10)
  - d Complete the shampooing and conditioning service within a commercially viable time (P13)
  - e Your salon's expected service time for shampooing and conditioning (K14)
  - f Use massage techniques suitable for your client's hair following stylist instructions (P15)
  - g Adapt the water temperature, flow and direction to suit the needs of your client's hair and the next part of the service (P16)
  - h Ensure your massage techniques achieve an even distribution of shampoo over the hair and scalp (P17)
  - i Leave your client's hair clean and free from shampoo and excess water (P18)
  - j Leave your client's hair tangle free and without damage to the hair and scalp (P19)
  - k Refer any problems to the relevant person (P20)
  - j Use conditioning products and tools following the stylist's instructions (P21)
  - k Use massage techniques suitable for your client's hair following stylist's instructions (P22)
  - l Monitor and time the development of the conditioning products and apply heat at the correct temperature, if required (P23)
  - m Remove the conditioning products in a way that avoids disturbing the direction of the cuticle (P24)
  - n Leave your client's hair clean and free from conditioning products, if required and excess water (P25)
  - o Comb through your client's hair without causing damage to the hair and scalp, when required (P26)
  - p Refer any problems to the relevant person (P27)

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### Range

(AC1.4) **Massage techniques:** effleurage  
 rotary  
 friction  
 petrissage

(AC1.4) **Conditioning products:** surface  
 penetrating

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## Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures that affect shampooing and conditioning services

## Assessment criteria

The learner can:

- 2.1 Outline responsibilities for health and safety in own role
  - a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
  - b The range of protective clothing that should be available to yourself and clients (K3)
  - c The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K12)
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
  - a The hazards and risks which exist in your workplace and the safe working practices which you must follow (K9)
- 2.3 State safe and hygienic working methods and practices that must be followed throughout the services
  - a Your salon's requirements for client preparation (K2)
  - b How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K5)
  - c The importance of checking client comfort throughout the shampooing and conditioning process (K28)
  - d How to use electrical heated equipment when conditioning hair (K30)
- 2.4 Describe contact dermatitis and how it can be prevented
  - a What contact dermatitis is, and how to avoid developing it whilst carrying out hairdressing services (K4)
- 2.5 State the importance of following instructions when shampooing and conditioning
  - a The importance of following your stylist's instructions (K10)
  - b The person to whom you should report low levels of resources (K13)
  - c What may happen if instructions for shampooing and conditioning hair are not followed (K15)
- 2.6 State the importance of preventing cross-infection and cross-infestation
  - a Why it is important to keep your work area clean and tidy (K6)
  - b Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K8)

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## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

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- 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 Management of Health and Safety at Work Regulations
  - The Health and Safety (Information for Employees) Regulations
- 

### Learning outcome

The learner will:

- 3 Understand the basic science of shampooing and conditioning treatments

### Assessment criteria

The learner can:

- 3.1 Describe the basic science which underpins the services provided
    - a How shampoo and water act together to cleanse the hair (K16)
    - b How the build up of products can affect the hair, scalp and effectiveness of other services (K17)
    - c How shampoos and conditioning products affect the hair and scalp (K18)
    - d The effects of water temperature on the scalp (K24)
    - e How heat affects the hair during the conditioning treatment (K29)
- 

### Learning outcome

The learner will:

- 4 Understand the products and techniques used in shampooing and conditioning

### Assessment criteria

The learner can:

- 4.1 Describe the range of products available
    - a Different types of shampoo and conditioning products and their effects (K19)
  - 4.2 State the importance of following salon and manufacturers' instructions when applying and removing shampooing and conditioning products
    - a Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K11)
    - b The importance of removing shampoo and conditioner and excess water from the hair (K25)
  - 4.3 Describe the massage techniques used during shampooing and conditioning
-

- a When and how to use different massage techniques when shampooing and conditioning different lengths of hair (K20)
- 4.4 State the importance of detangling the hair from point to root
  - a The importance of detangling the hair from point to root (K26)
  - b The importance of detangling the hair without causing damage to the hair and scalp (K27)
- 4.5 State the importance of using shampoos and conditioners cost effectively
  - a The importance of using shampoos and conditioners cost effectively (K7)
- 4.6 State the problems that may arise from incorrect shampooing and conditioning
  - a How to shampoo and condition the hair and the potential consequences of doing this incorrectly (K21)
  - b The types and causes of problems that can arise when shampooing and conditioning hair (K22)
  - c The types of problems that should be reported and the person to whom they should be reported (K23)

## Unit 104

## Shampoo and condition hair (CHB10)

### Supporting Information

#### ***Evidence requirements***

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

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

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

4 You must show that you have:

- used **all** the massage techniques
- used **both** types of conditioning products.

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

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 105

## Assist with relaxing services (AH1)

<b>UAN:</b>	L/506/9342
<b>Unit level:</b>	Level 1
<b>Credit value:</b>	5
<b>GLH:</b>	50
<b>Unit aim:</b>	This standard is about the basic skills of removing chemical relaxers and normalising relaxed hair. The work will be carried out under the direction of the stylist.
<b>Relationship to NOS:</b>	SKAAH1
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online multiple choice test.

---

### Learning outcome

The learner will:

- 1 Be able to assist with relaxing services

### Assessment criteria

The learner can:

- 1.1 Apply safe and hygienic methods of working throughout services
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Prepare your client to meet salon's requirements (P2)
  - c Protect your client's clothing throughout the service (P3)
  - d Wear personal protective equipment when using chemical relaxers (P4)
  - e Position your client to meet the needs of the service without causing them discomfort (P5)
  - f Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P6)
  - g Keep your work area clean and tidy throughout the service (P7)
  - h Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P9)
- 1.2 Use products, tools and equipment as instructed

- a use working methods that:
    - (P8.1) minimise the wastage of normalising shampoo
    - (P8.2) minimise the risk of cross-infection
    - (P8.3) make effective use of your working time
    - (P8.4) ensure the use of clean resources
    - (P8.5) minimise the risk of harm or injury to yourself and clients
  - b Follow workplace and suppliers or manufacturers' instructions for the safe use of equipment, materials and products (P10)
- 1.3 Carry out the removal of relaxing products as instructed
- a Follow stylists' instructions throughout the service (P11)
  - b Dispose of waste materials (P12)
  - c Replenish low levels of resources, when required, to minimise disruption to your own work and to clients (P13)
  - d Remove chemicals in a way which minimises the risk of damage to the hair and scalp (P14)
  - e Ensure your working methods minimise the risk of chemicals being spread to the client's skin, clothes and surrounding areas (P15)
  - f Adapt the water temperature, pressure and direction to protect the hair and scalp condition (P16)
  - g Leave the hair and scalp clean and free from chemicals and excess moisture (P17)
- 1.4 Carry out the normalising of relaxed hair as instructed
- a Refer any problems to the relevant person for action (P18)
  - b Blot the hair to remove excess moisture prior to the application of normalising products (K19)
  - c Prepare and apply the normalising products following manufacturer's and stylist's instructions (K20)
  - d Leave the hair free from all traces of the neutralising product (K21)
  - e Apply and remove conditioner, when used, following the manufacturer's and stylist's instructions (P22)

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### Range

(AC1.4) **Normalising products:** normalising shampoo  
post relaxer treatments

---

### Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect the relaxing services

### Assessment criteria

The learner can:

- 2.1 Outline own responsibilities for health and safety when assisting with relaxing services
- a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
-

- b The range of protective clothing and products that should be available to yourself and clients (K3)
  - c The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K12)
- 2.2 State the safe working practices that must be followed when assisting with relaxing services
- a Your salon's requirements for client preparation (K2)
  - b How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K5)
  - c Why it is important to position your tools, products and materials for ease of use (K6)
  - d Your salon's and legal requirements for disposal of waste materials (K9)
  - e Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K10)
  - e The importance of ensuring your working methods minimise the risk of chemicals being spread onto the client's skin, clothes and surrounding areas (K19)
- 2.3 Describe contact dermatitis and how it can be prevented
- a What is contact dermatitis and how to avoid developing it whilst assisting with relaxing services (K4)
- 2.4 State the importance of following instructions when assisting with relaxing services
- a The importance of following your stylist's instructions (K11)
  - b The person to whom you should report low levels of resources (K13)
  - c Why it is important to follow manufacturers' and stylists' instructions and what might happen if they are not followed (K20)
- 2.5 State the importance of preventing cross-infection and cross-infestation
- a Why it is important to keep your work area clean and tidy (K7)
  - b Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K8)

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## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations

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## Learning outcome

The learner will:

- 3 Understand how to assist in the relaxing service

## Assessment criteria

The learner can:

- 3.1 Outline the importance of the normalising and post-relaxing process
  - a The role and importance of:
    - (K15.1) post relaxing treatments during the relaxing process
    - (K15.2) normalising shampoos during the relaxing process
  - b How low and high water pressure and temperature can affect the hair when removing relaxers (K16)
  - c The importance of removing excess moisture prior to applying normalising products (K17)
  - d The importance of ensuring the hair and scalp is clean and free from chemicals (K18)
- 3.2 State the importance of following salon and manufacturers' instructions when using normalising and post-relaxing products
- 3.3 State the types and causes of problems that may occur when relaxing hair
  - a Your own limits of authority for resolving relaxing problems (K14)
  - b The types and causes of problems that may occur when relaxing (K21)

## Unit 105

## Assist with relaxing services (AH1)

### Supporting Information

#### ***Evidence requirements***

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

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

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

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

- use **both** types of normalising products

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

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 106

## Assist with salon reception duties (CHB3)

<b>UAN:</b>	K/506/9588
<b>Unit level:</b>	Level 1
<b>Credit value:</b>	4
<b>GLH:</b>	38
<b>Unit aim:</b>	This standard is about assisting with salon reception duties. You will have to show you can keep the reception area neat and tidy, greet people entering the salon, deal with their questions and make straightforward appointments. Using good communication skills when people come into the salon, or telephone the salon, is a very important part of this standard.
<b>Relationship to NOS:</b>	SKACHB3
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online multiple choice test.

---

### Learning outcome

The learner will:

- 1 Be able to assist with salon reception duties

### Assessment criteria

The learner can:

- 1.1 Maintain the reception area
  - a Keep the reception area clean and tidy at all times (P1)
  - b Keep product displays clean, neat and tidy at all times (P2)
  - c Report low levels of reception stationery and retail products on display to the relevant person (P3)
  - d Remove any faulty products from display and report them to the relevant person (P4)
  - e Offer clients hospitality following your salon's client care policies (P5)
- 1.2 Attend to clients and enquiries
  - a Treat all people making enquiries in a positive and polite manner (P6)
  - b Identify the purpose of the enquiry (P7)

- c Confirm appointments and inform the relevant member of staff (P8)
  - d Refer any enquiries you cannot deal with to the relevant person for action (P9)
  - e Record messages and pass them to the relevant person at the right time (P10)
  - f Give all information clearly and accurately (P11)
  - g Give confidential information only to authorised people (P12)
- 1.3 Help to make appointments for salon services
- a Deal with all requests for appointments (P13)
  - b Identify client requirements (P14)
  - c Check the client has had relevant tests when making appointments (P15)
  - d Arrange for the client to have relevant tests, when necessary within the limits of your own authority (P16)
  - e Make appointments within the limits of your own authority to satisfy the client and salon requirements (P17)
  - f Promptly pass requests for appointments outside your own authority to the relevant person for action (P18)
  - g Confirm appointment details are correct and acceptable to the client (P19)
  - h Ensure all appointment details are accurate, recorded in the right place and easy to read (P20)
- 

### Range

- (AC1.2) **Enquiries:** face to face  
by telephone
  - (AC1.3) **Appointments:** face to face  
by telephone
  - (AC1.3) **Appointment details:** client's name and contact details  
service  
date  
time  
member of staff booked for service
- 

### Learning outcome

The learner will:

- 2 Know the salon and legal requirements for assisting with reception duties

### Assessment criteria

The learner can:

- 2.1 Describe the salon procedures for assisting with reception duties
    - a Your salon's procedures for:
      - (K1.1) maintaining the reception area
      - (K1.2) client care at reception
    - b How to identify any faults in retail products such as damage and loose packaging (K3)
-

- c What and how much reception stationery should be kept at your reception area (K4)
  - d Your salon's procedures for:
    - (K11.1) maintaining confidentiality
    - (K11.2) taking messages
    - (K11.3) making and recording appointments
    - (K11.4) carrying out tests
  - e The importance of confirming and making appointments correctly (K13)
  - f The importance of checking that clients have had tests for specific services (K17)
- 2.2 State the legal requirements for maintaining client confidentiality
- a The confidentiality requirements within the Data Protection Act (K18)
  - b The consequences of breaking confidentiality (K19)
- 2.3 Identify own limits of authority when assisting with salon reception duties
- a The limits of your authority when maintaining the reception areas (K2)
  - b The limits of your authority when:
    - (K12.1) attending to people and enquiries
    - (K12.2) making appointments
    - (K12.3) carrying out tests
  - c Who to refer to with different types of enquiries (K15)
- 2.4 Identify the person to whom problems with reception duties should be referred
- a The person in your salon to whom you should refer reception problems (K16)
- 

### Learning outcome

The learner will:

- 3 Understand the importance of effective communication

### Assessment criteria

The learner can:

- 3.1 Explain the importance of effective communication
    - a The importance to the salon's business of effective communication (K5)
    - b How and when to ask questions (K6)
    - c How to speak clearly in a way that suits the situation (K7)
    - d How to show you are listening closely to what people are saying to you (K8)
    - e How to adapt what you say to suit different situations (K9)
    - f How to show positive body language (K10)
    - g The importance of taking messages and passing them on to the right person at the right time (K14)
- 

### Learning outcome

The learner will:

- 4 Know the salon services and products
-

## Assessment criteria

The learner can:

- 4.1 List the services and products available in the salon
  - a The services available and their duration (K20)
  - b The products available for sale and their cost (K21)

## Unit 106

## Assist with salon reception duties (CHB3)

### Supporting Information

#### ***Evidence requirements***

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for assisting with salon reception duties.
3. Your Assessor will observe these aspects of your performance **on at least 2 occasions**.
4. From the range you must show that you have:
  - handled **both** types of enquiries
  - made **both** types of appointments
  - recorded **all** the appointment details listed.
- 5 However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 107

## Assist with hair colouring and lightening services (CHB4)

<b>UAN:</b>	A/506/9370
<b>Unit level:</b>	Level 1
<b>Credit value:</b>	5
<b>GLH:</b>	48
<b>Unit aim:</b>	This standard is about the basic skills of removing colouring and lightening products. The work will be carried out under the direction of the stylist.
<b>Relationship to NOS:</b>	SKACHB4
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online multiple choice test.

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### Learning outcome

The learner will:

- 1 Be able to assist with colouring and lightening services

### Assessment criteria

The learner can:

- 1.1 Apply safe and hygienic methods of working throughout services
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Prepare your client to meet salon's requirements (P2)
  - c Wear personal protective equipment when removing products (P4)
  - d Position your client to meet the needs of the service without causing them discomfort (P5)
  - e Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P6)
  - f Keep your work area clean and tidy throughout the service (P7)
  - g Use working methods that:
    - (P8.1) minimise the wastage of products
    - (P8.2) minimise the risk of cross-infection
    - (P8.3) make effective use of your working time

- (P8.4) ensure the use of clean resources
  - (P8.5) minimise the risk of harm or injury to yourself and clients
  - h Ensure your personal hygiene protection and appearance meets accepted industry and organisational requirements (P9)
  - i Dispose of waste materials (P12)
- 1.2 Use products, tools and equipment as instructed
- a Protect your client's clothing throughout the service (P3)
  - b Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
  - c Follow stylists' instructions throughout the service (P11)
  - d Replenish low levels of resources, when required, to minimise disruption to your own work and to clients (P13)
  - e Refer any problems to the relevant person for action (P17)
- 1.3 Carry out the removal of colouring and lightening products as instructed
- a Remove products and materials in a way which minimises the risk of damage to the hair and follow stylist's instructions (P14)
  - b Ensure your working methods minimise the risk of colour and lightener being spread to the client's skin, clothes and surrounding areas (P15)
  - c Leave the hair and scalp clean and free from products and excess moisture (P16)
  - d Leave the hair tangle-free without causing damage to hair or scalp (P18)
  - e Ensure the removal of products is to the satisfaction of the stylist and the client (P19)
- 

### Range

(AC1.1) **Products:** semi-permanent  
quasi-permanent  
permanent  
lightening

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### Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect colouring and lightening services

### Assessment criteria

The learner can:

- 2.1 Outline own responsibilities for health and safety when assisting with colouring and lightening services
    - a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
    - b The current legal requirements and guidance relating to age restrictions for colouring and lightening services (K2)
-

- c The range of protective clothing and products that should be available to yourself and clients (K4)
  - d The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K10)
  - e The importance of checking the product removal is to the satisfaction of the stylist and client (K21)
- 2.2 State the safe working practices that must be followed when assisting with colouring and lightening services
- a Your salon's requirements for client preparation (K3)
  - b How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K5)
  - c Why it is important to position your tools, products and materials for ease of use (K9)
  - d Your salon's and legal requirements for disposal of waste materials (K13)
  - e The importance of using working methods that prevent the spread of colouring products being spread onto the client's skin, clothes and surrounding areas (K17)
- 2.3 Describe contact dermatitis and how it can be prevented
- a What contact dermatitis is, and how to avoid developing it whilst assisting with hair colouring and lightening services (K6)
- 2.4 State the importance of following instructions when assisting with colouring and lightening services
- a Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K11)
  - b The importance of following your stylist's instructions (K12)
  - c The person to whom you should report low levels of resources (K14)
- 2.5 State the importance of preventing cross-infection and cross-infestation
- a Why it is important to keep your work area clean and tidy (K7)
  - b Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K8)

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## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations

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## Learning outcome

The learner will:

- 3 Know how to remove colouring and lightening products

## Assessment criteria

The learner can:

- 3.1 State the importance of following salon and manufacturers' instructions when removing colouring and lightening products
  - a Remove colouring and lightening products (K16)
  - b The importance of emulsifying permanent colouring products as part of the removal process (K18)
  - c The importance of thoroughly rinsing products and leaving the hair tangle free (K20)
- 3.2 State the types and causes of problems that may occur when removing colouring and lightening products
  - a Your own limits of authority for resolving colouring problems (K15)
  - b The types and causes of problems that may occur when removing colouring and lightening products and materials from the hair (K19)

## Unit 107

## Assist with hair colouring and lightening services (CHB4)

### Supporting Information

#### ***Evidence requirements***

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 You must practically demonstrate in your everyday work that you have met the standard for assisting with hair colouring and lightening services.
- 3 Your Assessor will observe these aspects of your performance on **at least 2 occasions**, 1 of which will include the removal of colouring and lightening materials.
- 4 You must show that you have used **3 out of the 4** products in the range.
- 5 However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 108

## Plait and twist hair using basic techniques (CHB6)

<b>UAN:</b>	A/506/9496
<b>Unit level:</b>	Level 1
<b>Credit value:</b>	4
<b>GLH:</b>	40
<b>Unit aim:</b>	This standard is about using basic plaiting and twisting techniques following the instructions of the stylist. A good degree of manual dexterity will be necessary.
<b>Relationship to NOS:</b>	SKACHB6
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online multiple choice test.

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### Learning outcome

The learner will:

- 1 Be able to plait and twist hair using basic techniques

### Assessment criteria

The learner can:

- 1.1 Prepare for plaiting and twisting services
  - a Prepare your client to meet salon's requirements (P2)
  - b Protect your client's clothing throughout the service (P3)
  - c Position your client to meet the needs of the service without causing them discomfort (P4)
  - d Prepare your client's hair following instructions from the stylist (P13)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P5)
  - c Keep your work area clean and tidy throughout the service (P6)
  - d Use working methods that:  
(P7.1) minimise the risk of damage to tools

- (P7.2) minimise the wastage of products
- (P7.3) minimise the risk of cross-infection
- (P7.4) make effective use of your working time
- (P7.5) ensure the use of clean resources
- (P7.6) minimise the risk of harm or injury to yourself and others
- e Ensure your personal standards of hygiene, protection and appearance meets accepted industry and organisational requirements (P8)
- f Follow stylists' instructions throughout the service (P9)
- g Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
- h Dispose of waste materials (P11)
- 1.3 Confirm plaiting and twisting instructions with stylist
  - a Follow stylists' instructions throughout the service (P9)
  - b Prepare your client's hair following instructions from the stylist (P13)
- 1.4 Apply products as instructed
  - a Apply suitable products, when used, to meet manufacturers' and stylist's instructions (P19)
- 1.5 Carry out plaiting and twisting services
  - a Complete the plaiting and twisting service within a commercially viable time (P12)
  - b Control your tools to minimise the risk of damage to the hair and scalp, client discomfort and to achieve the desired look (P14)
  - c Part the sections cleanly and evenly to achieve the direction of the plaits and twists (P15)
  - d Secure any hair not being plaited or twisted to keep each section clearly visible (P16)
  - e Maintain a suitable and even tension throughout the plaiting and twisting process (P17)
  - f Control and secure your client's hair, when necessary (P18)
  - g Consult with your client during the plaiting and twisting process to ensure the tension is comfortable (P20)
  - h Adjust the tension of plaits, when necessary, avoiding damage to the hair and minimising discomfort to your client (P21)
  - i Ensure the direction and balance of the finished plait(s) and twists meets your stylist's instructions (P22)
  - j Confirm your client's satisfaction with the finished look (P23)

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## Range

(AC1.2) **Products:** sprays  
oils  
moisturisers  
gels

(AC1.5) **Plaits and twists:** multiple cornrows  
French plait  
two strand twists

---

## Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect plaiting and twisting services

## Assessment criteria

The learner can:

- 2.1 Outline responsibilities for health and safety in own role
  - a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
  - b The range of protective clothing that should be available for clients (K3)
  - c The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K11)
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
  - a The hazards and risks which exist in your workplace and the safe working practices which you must follow (K10)
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
  - a Your salon's requirements for client preparation (K2)
  - b How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K4)
  - c Why it is important to position your tools for ease of use (K8)
  - d The correct methods of waste disposal (K13)
  - e The importance of checking client comfort throughout the process (K28)
- 2.4 Describe contact dermatitis and how it can be prevented
- 2.5 State the importance of following instructions when plaiting and twisting
  - a The importance of following your stylist's instructions (K15)
  - b The importance of checking you have understood the instructions given by the stylist (K16)
- 2.6 State the importance of preventing cross-infection and cross-infestation
  - a Why it is important to keep your work area clean and tidy (K5)
  - b Why it is important to avoid cross-infection and infestation (K6)
  - c Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K7)
  - d Methods of cleaning, disinfecting and/or sterilisation used in salons (K9)

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## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Management of Health and Safety at Work Regulations
  - The Health and Safety (Information for Employees) Regulations
- 

### Learning outcome

The learner will:

- 3 Know the factors that influence plaiting and twisting services

### Assessment criteria

The learner can:

- 3.1 State the factors that may influence the services provided
    - a Your salon's expected service times for plaiting and twisting hair (K14)
    - b How hair texture affects the plaiting process and styling possibilities (K21)
  - 3.2 State how to identify signs of traction alopecia and the potential consequences of excessive tension on the hair
    - a The potential consequences of excessive tension on the hair (K19)
    - b How to identify the signs of traction alopecia (K20)
- 

### Learning outcome

The learner will:

- 4 Know the tools, equipment, products and basic techniques used to plait and twist hair

### Assessment criteria

The learner can:

- 4.1 Describe the products, tools and equipment available and their use
    - a The types of products available for use with plaits and twists and when you would use them (K26)
  - 4.2 State the importance of following salon and manufacturers' instructions for products, tools and equipment
    - a Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K12)
  - 4.3 Describe the different methods of creating plaits and twists and the effects that can be achieved
    - a The importance of controlling your tools to minimise damage to the hair and scalp and prevent client discomfort (K17)
    - b The importance of sectioning hair accurately when plaiting and twisting (K18)
-

- c How to create cornrows, a French plait and two strand twists (K22)
  - d How to handle the hair when plaiting and twisting to maintain a correct and even tension (K23)
  - e How to adjust the tension of plaits (K24)
  - f Methods of securing the completed plait and twists (K25)
- 4.4 Outline the importance of using products cost effectively
- a The importance of using products economically (K27)

## Unit 108

## Plait and twist hair using basic techniques (CHB6)

### Supporting Information

#### ***Evidence requirements***

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

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

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

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

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

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

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

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 109

## Assist with perming services (CHB7)

<b>UAN:</b>	J/506/9369
<b>Unit level:</b>	Level 1
<b>Credit value:</b>	5
<b>GLH:</b>	48
<b>Unit aim:</b>	This standard is about the basic skills of removing chemicals and neutralising the hair as part of the perming process. The work will be carried out under the direction of the stylist.
<b>Relationship to NOS:</b>	SKACHB7
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online multiple choice test.

### Learning outcome

The learner will:

- 1 Be able to assist with the perming and neutralising services

### Assessment criteria

The learner can:

- 1.1 Apply safe and hygienic methods of working throughout services
  - a Maintain your responsibilities for health and safety throughout the service (P1)
  - b Prepare your client to meet salon's requirements (P2)
  - c Protect your client's clothing throughout the service (P4)
  - d Wear personal protective equipment when using neutralising chemicals (P5)
  - e Position your client to meet the needs of the service without causing them discomfort (P6)
  - f Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P7)
  - g Keep your work area clean and tidy throughout the service (P8)
  - h Use working methods that minimise the risk of cross-infection (P9.2)
  - i Use working methods that ensure the use of clean resources (P9.4)
  - j Use working methods that minimise the risk of harm or injury to yourself and clients (P9.5)

- k Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P10)
  - l Dispose of waste materials (P12)
- 1.2 Use products, tools and equipment as instructed
- a Follow stylists' instructions throughout the service (P3)
  - b Use working methods that minimise the wastage of neutralising chemicals (P9.1)
  - c Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P11)
  - d Replenish low levels of resources, when required, to minimise disruption to your own work and to clients (P13)
  - e Refer any problems to the relevant person for action (P18)
  - f Refer any problems to the relevant person for action (P22)
  - g Time the neutralising process following the manufacturer's and stylist's instructions (P23)
- 1.3 Carry out the neutralising process as instructed
- a Use working methods that make effective use of your working time (P9.3)
  - b Remove chemicals in a way which minimises the risk of damage to the hair and following stylist's instructions (P14)
  - c Ensure your working methods minimise the risk of chemicals being spread to the client's skin, clothes and surrounding areas (P15)
  - d Adapt the water temperature, pressure and direction for client comfort and to protect the hair (P16)
  - e Leave the hair and scalp clean and free from chemicals and excess moisture (P17)
  - f Ensure the removal of chemicals is to the satisfaction of the stylist (P19)
  - g Prepare the neutralising agent following manufacturer's and stylist's instructions (P20)
  - h Apply the neutraliser evenly following manufacturer's instructions (P21)
  - i Remove the rods without disturbing the curl formation (P24)
  - j Leave the hair free from all traces of the neutraliser without disturbing the curl pattern (P25)
  - k Apply and remove surface conditioner, when used, following the manufacturer's and stylist's instructions (P26)

---

### Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect the perming and neutralising services

### Assessment criteria

The learner can:

- 2.1 Outline own responsibilities for health and safety when assisting with perming and neutralising services

- a Your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)
  - b The range of protective clothing and products that should be available to yourself and clients (K5)
  - c The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K11)
  - d The importance of ensuring your working methods minimise the risk of chemicals being spread to the client's skin, clothes and surrounding areas (K17)
- 2.2 State the safe working practices that must be followed when assisting with perming and neutralising services
- a Your salon's requirements for client preparation (K2)
  - b How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K7)
  - c The importance of minimising the wastage of perming chemicals (K9)
  - d Your salon's and legal requirements for disposal of waste materials (K13)
  - e The importance of checking client comfort throughout the neutralising process (K27)
- 2.3 Describe contact dermatitis and how it can be prevented
- a What contact dermatitis is, and how to avoid developing it whilst assisting with perming services (K6)
- 2.4 State the importance of following instructions when assisting with perming and neutralising services
- a The importance of following your stylist's instructions (K3)
  - b The importance of checking you have understood the instructions given by the stylist (K4)
  - c The person to whom you should report low levels of resources (K14)
- 2.5 State the importance of preventing cross-infection and cross-infestation
- a Why it is important to keep your work area clean and tidy (K8)
  - b Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K10)

---

## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations

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## Learning outcome

The learner will:

- 3 Understand the neutralising process

## Assessment criteria

The learner can:

- 3.1 Describe the neutralising process and why it is important
  - a How to remove chemicals in a way which minimises the risk of damage to the hair (K16)
  - b Why you would adapt the water temperature, pressure and direction to support client comfort and to protect the hair (K18)
  - c The importance of leaving the hair and scalp clean and free from chemicals and excess moisture (K19)
  - d The role and importance of neutralising in the perming process (K20)
  - e The importance of accurate timing when neutralising perms (K21)
  - f Why it is important to handle the hair in the direction of the wind when rinsing and blotting (K22)
  - g How water pressure can affect the hair when removing neutralisers in the perming process (K23)
  - h The importance of thoroughly rinsing out product (K24)
  - i The importance of removing the rods without disturbing the curl formation (K26)
- 3.2 State the importance of following salon and manufacturers' instructions when neutralising
  - a Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K12)
  - b The importance of following manufacturer's instructions for the specific perming and neutralising products in your salon (K25)
- 3.3 State the types and causes of problems that may occur when neutralising hair
  - a Your own limits of authority for resolving perming problems (K15)
  - b The types and causes of problems that may occur when neutralising perms (K28)

## Unit 109

## Assist with perming services (CHB7)

### Supporting Information

#### ***Evidence requirements***

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

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

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

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

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 212

## Remove hair extensions (CHB8)

<b>UAN:</b>	Y/506/9375
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	5
<b>GLH:</b>	48
<b>Unit aim:</b>	This standard is about removing a variety of hair extension types safely following the instructions of the hair extension specialist. The ability to use a variety of removal tools and products is also required.
<b>Relationship to NOS:</b>	SKACHB8
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online test short answer question test.

### Learning outcome

The learner will:

- 1 Be able to remove hair extensions

### Assessment criteria

The learner can:

- 1.1 Prepare for the removal of hair extensions
  - a prepare your client to meet salon's requirements (P2)
  - b protect your client's clothing throughout the service (P3)
  - c position your client to meet the needs of the service without causing them discomfort (P4)
  - d remove hair extensions in the sequence instructed by the hair extension specialist (P13)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a maintain your responsibilities for health and safety throughout the service (P1)
  - b ensure your own posture and position whilst working minimises fatigue and the risk of injury (P5)
  - c keep your work area clean and tidy throughout the service (P6)
  - d use working methods that:
    - P7.1 minimise the wastage of products

- P7.2 minimise the risk of cross-infection
  - P7.3 make effective use of your working time
  - P7.4 ensure the use of clean resources
  - P7.5 minimise the risk of harm or injury to yourself and others
  - P7.6 minimise the risk of damage to tools and equipment
  - e ensure your personal hygiene, protection and appearance meets the accepted industry and organisational requirements (P8)
  - f follow stylists' instructions throughout the service (P9)
  - g follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
  - h dispose of waste materials (P11)
- 1.3 Carry out the removal of hair extensions
- a replenish low levels of resources, when required, to minimise disruption to your own work and to clients (P12)
  - b use the specified removal tools and products minimising damage to your client's hair (P14)
  - c ensure the removal process minimises the discomfort to your client (P15)
  - d promptly refer any problems to the relevant person for action (P16)
  - e ensure the hair is free from unwanted extensions (P17)
  - f detangle your client's hair from point to root, minimising damage to the natural hair (P18)
  - g ensure the removal of the hair extensions is to the satisfaction of the hair extension specialist and ready for the next service (P19)

### Range

- (AC1.3) **Removal tools and products:** seam releasers  
 scissors  
 disconnectors  
 solutions
- (AC1.3) **Removal:** short term extension systems  
 long term extension systems

### Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect hair extension removal services

### Assessment criteria

The learner can:

- 2.1 Outline responsibilities for health and safety in own role
  - a your responsibilities for health and safety as defined by any specific legislation covering your job role (K1)

- b the range of protective clothing and products that should be available to yourself and clients (K4)
  - c why it is important to use personal protective equipment (K6)
  - d the importance of personal hygiene and presentation in maintaining health and safety in your workplace (K10)
  - e the importance of ensuring client comfort and providing reassurance throughout the removal process (K18)
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
- a Your salon's requirements for client preparation (K2)
  - b How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K3)
  - c Why it is important to position your tools, products and materials for ease of use (K7)
  - d Why it is important to keep your work area clean and tidy (K8)
  - e Your salon's and legal requirements for disposal of waste materials (K12)
- 2.4 Describe contact dermatitis and how it can be prevented
- a What contact dermatitis is, and how to avoid developing it whilst carrying out removal of hair extensions (K5)
- 2.5 State the importance of following instructions when removing hair extensions
- a The person to whom you should report low levels of resources (K13)
  - b Your own limits of authority for resolving problems (K14)
  - c The importance of following your hair extension specialist's instructions (K15)
- 2.6 State the importance of preventing cross-infection and cross-infestation
- a Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K9)

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## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations

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### Learning outcome

The learner will:

- 3 Know the factors that influence the removal of hair extensions

### Assessment criteria

The learner can:

- 3.1 State the factors that may influence the services provided
  - a the hair growth cycle (K20)
  - b how wearing extensions beyond their recommended time period can affect the removal process (K22)
  - c the types of anxieties commonly experienced by clients undergoing the hair extension removal process such as natural hair shedding (K23)
- 3.2 State how to identify signs of traction alopecia and the potential consequences of excessive tension on the hair
  - a the potential consequences of excessive tension on the hair (K21)

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### Learning outcome

The learner will:

- 4 Know the tools, equipment, products and techniques used to remove hair extensions

### Assessment criteria

The learner can:

- 4.1 Describe the products, tools and equipment available and their use
  - a the types of tools and products to use when removing short term and long term hair extension systems (K19)
- 4.2 State the importance of following salon and manufacturers' instructions for products, tools and equipment
  - a suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K11)
  - b the importance of minimising damage to the clients natural hair during the removal process (K17)
- 4.3 Describe different methods for removing hair extensions
  - a how to remove short term and long term hair extension systems (K16)

## Unit 212

## Remove hair extensions (CHB8)

### Supporting Information

#### ***Evidence requirements***

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 You must practically demonstrate in your everyday work that you have met the standard for removing hair extensions.
- 3 Your assessor will observe your performance on **at least 2 occasions**.
- 4 From the range, you must show that you have:
  - used **2 out of the 4** types of tools and products
  - removed **both** types of extensions.
- 5 However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

Audio-visual media

Evidence of prior learning or attainment

Written questions

Oral questions

Assignments

Case studies

Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Unit 218

## Assist with shaving services (CB1)

<b>UAN:</b>	L/506/9762
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	5
<b>GLH:</b>	39
<b>Unit aim:</b>	This standard is about the basic skills of assisting with shaving services. The work will be carried out under the direction of the stylist.
<b>Relationship to NOS:</b>	SKACB1
<b>Endorsed by</b>	Habia
<b>Assessment type:</b>	Portfolio and online test short answer question test.

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### Learning outcome

The learner will:

- 1 Be able to assist with shaving services

### Assessment criteria

The learner can:

- 1.1 Prepare for shaving services following instructions
  - a prepare your client to meet salon requirements (P2)
  - b protect your client's clothing throughout the shaving service (P3)
  - c wear personal protective equipment when assisting with shaving service (P4)
- 1.2 Apply safe and hygienic methods of working throughout services
  - a maintain your responsibilities for health and safety throughout the service (P1)
  - b position your client to meet the needs of the service without causing them discomfort (P5)
  - c ensure your own posture and position whilst working minimises fatigue and the risk of injury (P6)
  - d keep your work area clean and tidy throughout the shaving service (P8)
  - e use working methods that:
    - (P9.1.) minimise the wastage of lathering products
    - (P9.2) minimise the risk of cross-infection

- (P9.3) make effective use of your working time
  - (P9.4) ensure the use of clean resources
  - (P9.5) minimise the risk of harm or injury to yourself and clients
  - f ensure your personal hygiene protection and appearance meets accepted industry and organisational requirements (P10)
  - g follow workplace, suppliers or manufacturers' instructions for the safe use of equipment, materials and products (P11)
  - h clean, disinfect and or sterilise all tools and equipment immediately after the shaving service (P12)
  - i ensure hazardous waste is disposed of to meet legal and salon requirements (P13)
  - j ensure your personal standards of health and hygiene minimise the risk of cross-infection, cross-infestation and offence to your clients and colleagues (P14)
  - k check client comfort throughout the shaving service (P22)
- 1.3 Assist with shaving services as instructed
- a follow stylists' instructions throughout the shaving service (P7)
  - b inform the stylist when the client is ready for shaving (P23)
  - c refer any problems to the relevant person for action (P24)
  - d identify and report any potential problems that may occur when assisting with shaving services (P28)
- 1.4 Use products, tools and equipment as instructed
- a replenish low levels of resources, when required, to minimise disruption to your own work and to clients (P15)
  - b prepare hot and cold towels, following instructions of the stylist (P16)
  - c apply hot towels to suit the needs of the service and the comfort of your client, following the instructions from the stylist (P17)
  - d prepare lathering products so they are fit for use in time for the shaving service (P18)
  - e apply lathering products in a way that takes account of factors identified by the stylist (P19)
  - f apply lathering products in a way that minimises the risk of the product being spread to your client's eyes, clothes and surrounding area (P20)
  - g use lathering techniques which achieve an even coverage of product to the areas to be shaved (P21)
  - h leave your client's skin free from lathering products after the shaving service (P25)
  - i cool your client's skin after shaving when face massage is not required (P26)
  - j leave your client's skin free from excess moisture at the end of the shaving service (P27)

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### Range

(AC1.4) **Lathering products:** creams  
oils  
gel  
soap

(AC1.4) **Lathering techniques:** application by brush  
application by massage

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## Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect shaving services

## Assessment criteria

The learner can:

- 2.1 Outline own responsibilities for health and safety when assisting with shaving
    - a your responsibilities for health and safety as defined by the specific legislation covering your job role (K1)
    - b the range of protective clothing and products that should be available to yourself and clients (K4)
    - c the importance of ensuring your personal hygiene, protection and appearance meets accepted industry and organisational requirements (K13)
  - 2.2 State the safe working practices that must be followed when assisting with shaving services
    - a your salon's requirements for client preparation (K2)
    - b the importance of using the correct type of barber's chair for shaving services (K3)
    - c how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K5)
    - d the safety considerations which must be taken into account when using lathering products and hot towels (K8)
    - e why it is important to position your tools, products and materials for ease of use (K11)
    - f suppliers' and manufacturers' instructions for the safe use of equipment, materials and products that you must follow (K12)
    - g the importance of following workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (K14)
    - h how to ensure hazardous waste is disposed of to meet legal and salon requirements (K16)
    - i the importance of checking client comfort throughout the process (K30)
  - 2.3 Describe contact dermatitis and how it can be prevented
    - a what is contact dermatitis and how to avoid developing it whilst assisting with shaving services (K10)
  - 2.4 State the importance of following instructions when assisting with shaving services
    - a the importance of following your stylist's instructions including effective use of your working time (K7)
    - b the person to whom you should report low levels of resources (K18)
    - c your own limits of authority for shaving services (K33)
  - 2.5 State the importance of preventing cross-infection and cross-infestation
    - a why it is important to keep your work area clean and tidy (K6)
    - b methods of working safely and hygienically which minimises the risk of cross infection and cross-infestation (K9)
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- c how to clean, disinfect and or sterilise all tools and equipment immediately after the shaving service (K15)
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## Range

(AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role

- 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 Management of Health and Safety at Work Regulations
  - The Health and Safety (Information for Employees) Regulations
- 

## Learning outcome

The learner will:

- 3 Know how to assist with shaving services

## Assessment criteria

The learner can:

- 3.1 Outline how to prepare for shaving services
    - a when to replenish low levels of resources, to minimise disruption to your own work and to clients (K17)
  - 3.2 State the importance of following salon and manufacturers' instructions when assisting with shaving
    - a the importance of apply lathering products in a way that minimises the risk of the product being spread to your client's eyes, clothes and surrounding area (K26)
    - b the importance of following manufacturers' instructions for the use of lathering products (K27)
  - 3.3 Describe the effects of lathering products and hot and cold towels on the skin and hair
    - a the importance of applying hot towels to suit the needs of the shaving service and the comfort of your client, whilst following the instructions from the stylist (K20)
    - b the effect of hot and cold towels on the skin and hair (K21)
    - c the importance of lathering and its effect on skin and hair (K28)
  - 3.4 Describe how to correctly prepare and use lathering products
    - a how to prepare and use hot and cold towels (K19)
    - b how to prepare and use lathering products correctly so they are fit for use in time for the shaving service (K22)
    - c how to apply lathering products in a way that takes account of factors identified by the stylist (K23)
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- d why it is important to leave your client's skin free from lathering products after the shaving service (K29)
- 3.5 State when, why and how to use brush and massage techniques when lathering
  - a the function of effleurage and petrissage massage techniques when lathering (K24)
  - b when, why and how to use brush and massage techniques when applying lathering products (K25)
- 3.6 State why timing is important to shaving services
  - a why timing is critical to the shaving service (K31)
- 3.7 Outline the types and causes of problems that may occur when assisting with shaving services
  - a the types and causes of problems that may occur when assisting with shaving services (K32)

## Unit 218

## Assist with shaving services (CB1)

### Supporting Information

#### ***Evidence requirements***

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 You must practically demonstrate in your everyday work that you have met the standard for assisting with shaving services.
- 3 Your Assessor will observe these aspects of your performance on **at least 2 occasions**.
- 4 From the range, you must show that you have:
  - used **all** the lathering products
  - carried out **both** the lathering techniques.
- 5 However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

\* skills or knowledge of the outstanding range can be demonstrated through any form of a portfolio of evidence:

Projects

Observed work

Witness statements

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Evidence of prior learning or attainment

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Professional discussion

If the range **requirement** has not been fully covered by these observations you may be able to provide additional **observed** evidence.

## Appendix 1 Values

The following Key Values underpin the delivery of services in the hair and barbering sector:

- 1 a willingness to learn
- 2 the completion of services in a commercially viable time
- 3 meeting both organisational and industry standards of appearance
- 4 ensuring personal hygiene and protection meets accepted industry and organisational requirements
- 5 a flexible working attitude
- 6 a team worker
- 7 maintaining customer care
- 8 a positive attitude
- 9 a professional attitude
- 10 good verbal and non-verbal communication skills
- 11 the maintenance of effective, hygienic and safe working methods
- 12 adherence to workplace, suppliers or manufacturers' instructions for the safe use of equipment, materials and product
- 13 adherence to workplace health, safety and security measures

## Appendix 2 Behaviours

The following behaviours underpin the delivery of services in the hair and barbering sector. These behaviours ensure that clients receive a positive impression of both the salon and the individual:

- 1 meeting the salon's standards of behaviour
- 2 greeting the client respectfully and in a friendly manner
- 3 communicate with the client politely and courteously
- 4 identifying and confirming the client's expectations
- 5 responding positively to the clients' questions and comments
- 6 keeping the client informed and reassured
- 7 responding to a client seeking assistance
- 8 quickly locating information that will help the client
- 9 dealing with problems within the scope of your responsibilities and job role
- 10 show clients and colleagues respect at all times and in all circumstances
- 11 quickly seeking assistance from a senior member of staff when required
- 12 giving the client the information they need about the services or products offered by the salon

## Appendix 3 Glossary

This glossary provides definitions and explanations of terms used across all of the 6008 units.

### **2D**

A two tone flat design, not necessary to have depth

### **3D**

Use of graduation and perception of near and far

### ***Adverse hair, skin and scalp conditions***

These are examples of conditions that can have an effect on what and how a service is delivered to clients:

- psoriasis
- alopecia
- cysts
- impetigo
- scars
- moles

### ***Basic sectioning technique***

Includes 6 section and 9 section perm

### ***Chemical rearranger***

Ammonium-thioglycollate based product used to pre-soften tight/curly hair prior to winding a perm

### ***Conditioning products (examples)***

These can include

- surface conditioners, including leave-in
- penetrating conditioners, including leave-in
- scalp treatments, including leave-in

### ***Confidential information***

May include personal aspects of conversations with clients, personal aspects of conversations with colleagues, contents of client records, client and staff personal details such as addresses and telephone numbers, financial aspects of the business, gossip.

### ***Contra-indications***

Conditions that indicate a service should not be carried out.

## ***Cornrow***

A three strand plait which sits on top of its base. This is also known as a canerow.

## ***Cutting terminology***

### **Long graduation cut**

A long graduation cut is when the inner layers of the hair lengths are shorter than the outline shape

### **One length cut**

A one length cut is when the hair is cut the same outside length

### **Short graduation cut**

A short graduation cut is when the inner layers of the hair lengths are longer than the outline shape

### **Uniform layer cut**

The uniform layer cut is when all sections of the hair are the same length

## ***Disinfection***

Inhibits the growth of disease causing microorganisms (except spores) using chemical agents.

## ***Effleurage***

A gentle stroking movement.

## ***Facial hair shapes (examples only)***

### **Anchor**

A beard shaped like an anchor from the centre of the bottom lip and around and up the chin.

### **Pharaoh**

A beard starting from the base of the chin. It can be of any length.

### **Stubble**

A neatened, several day, full beard growth.

### **Goatee**

A narrow beard which circles the mouth and chin.

### **Curtain rail**

A narrow beard following the mandible.

### **Lip line moustache**

A horizontal moustache about the width of a pencil.

### **Mexican moustache**

A moustache following the natural line of the upper lip and extends down towards the chin.

### **Pencil moustache**

A narrow moustache following the natural line of the upper lip.

### **Rooftop moustache**

A moustache that extends from under the nose to form a straight 'chevron' shape.

## ***Factors influencing services***

Anything which could affect the hairdressing service. You will find that these factors have been listed in the range statement for each outcome.

### ***Fishtail plait***

A four strand plait achieved by crossing four pieces of hair over each other to create a herringbone look

### ***Flat top***

The haircut is usually done with clippers using the clipper over comb technique, though it can also be cut scissor over comb or freehand with a clipper. The hair at the crown is cut from about one quarter to one half inch whilst the barber stands behind the client. He then positions himself in front and cuts the top hair to about two inches in length and then to the desired height across the top from side to side whilst progressing back to the shorter hair at the crown. The exact lengths are dependent on skull shape and the style of flat top. Intricate cutting of the top and upper sides follow to achieve a specific inclination and squarish effect. There are many adaptations of this haircut such as the DA, horseshoe or high top fade.

### ***Flat twist***

Where the hair is rolled and twisted by the hand to lay flat on the scalp.

### ***Freehand***

The cutting of hair without holding it in place.

### ***French plait***

This is known as a Congo plait or Guinea plait. It is a single, inverted plait.

### ***Friction***

A vigorous rubbing movement using the finger pads. It is stimulating rather than relaxing and is not always carried out. It is only done for a few minutes, working from front to back.

### ***Full neck line***

Collar length hair

### ***Hair characteristics***

Includes the following:

- Hair density
- Hair texture
- Hair elasticity
- Hair porosity
- Hair condition
- Hair growth patterns

### ***Hair classification (this is a guideline only)***

Type 1 – Straight hair

- Fine/Thin – hair tends to be very soft, shiny and oily, and it can be difficult to hold a curl.
- Medium – hair has lots of volume and body.
- Coarse – hair is normally extremely straight and difficult to curl.

#### Type 2 – Wavy hair

- Fine/Thin – hair has a definite “S” pattern. Normally can accomplish various styles
- Medium – hair tends to be frizzy and a little resistant to styling
- Coarse – hair is also resistant to styling and normally very frizzy; tends to have thicker waves

#### Type 3 – Curly hair

- Loose curls – hair tends to have a combination texture. It can be thick and full with lots of body, with a definite “S” pattern. It also tends to be frizzy.
- Tight curls – also tends to have a combination texture, with a medium amount of curl.

#### Type 4 – Very curly hair

- Soft – hair tends to be very fragile, tightly coiled and has a more defined curly pattern.
- Wiry – also very fragile and tightly coiled; however with a less defined curly pattern – has more of a “Z” pattern shape.

### ***Heated equipment***

eg Heated rollers, tongs, straighteners

### ***Lightening products***

Products that lighten the natural pigments in the hair without depositing artificial colour, otherwise known as bleach or pre-lighteners.

### ***Limits of own authority***

The extent of your responsibility as determined by your own job description and workplace policies.

### ***Linear outline***

Patterns created from either straight or curved lines or a combination of straight and curved lines.

### ***Long term hair extensions***

Hair extensions which last six weeks or longer

- hot bonded or fusion
- micro ring or loop
- corn row based wefts
- corn row plaits

### ***Manufacturers' instructions***

Guidance issued by manufacturers' or suppliers' of products or equipment concerning their safe and efficient use.

### ***Partial beard***

Any facial hair that is neither a full beard nor a moustache

### ***Personal presentation***

This includes personal hygiene; use of personal protection equipment; clothing and accessories suitable to the particular workplace.

### ***Personal Protective Equipment (PPE)***

You are required to use and wear the appropriate protective equipment or clothing when using or working with chemicals such as colours and perms. Protective gloves and aprons are the normal requirement for these types of activities.

### ***Petrissage***

Slow, firm, kneading movement.

### ***Pre-perm treatment***

A product which is applied to the hair prior to a chemical service to even out porosity along the hair shaft.

### ***Pulled through highlights and/or lowlights***

Techniques could include:

- combs
- spatula
- cap
- foil or film pull-through strips
- cones

### ***Quasi-permanent colour***

Colouring products which should be treated as permanent colours in terms of testing and future services. These products are mixed with oxidisers such as low strength hydrogen peroxide and are normally expected to last up to 12 shampoos, depending on the porosity of the hair.

### ***Relevant person***

An individual deemed responsible for supervising you during a given task or service or the person to whom you normally report such as your line manager. In these particular Standards, it may also refer to an individual deemed responsible by the salon for specific areas and services.

### ***Resources***

Anything used to aid the delivery and completion of the service such as towels, gowns, equipment, consumable items.

### ***Rotary***

A firm circular movement using the pads of the fingers over the surface of the scalp

## ***Salon requirements***

Any hairdressing procedures or work rules issued by salon management

## ***Semi-permanent colour***

Colour to which no oxidiser is added and which is normally expected to last up to 8 shampoos depending on the porosity of the hair.

## ***Sensitised hair***

Hair which has a fragile internal structure naturally or caused by mechanical, chemical and or environmental factors.

## ***Special advice prior to visit***

eg Special clothing requirements, tests required, treatments and services to avoid

## ***Square neck line***

Known as a Boston.

## ***Sterilisation***

The total destruction of microorganisms.

## ***Straight razor***

An old fashioned razor with a blade that can fold up into its handle. They are also called open razors and cut-throat razors.

## ***Strand test***

This test is used in the rearranging process to establish the effect of the product on the hair and its condition, such as, the degree of straightness has been achieved before winding.

## ***Tapering***

Tapering hair extensions adds texture and lightness to long, straight hair to blend and soften the overall finish

## ***Temporary hair attachments***

Hair attachment systems which last anything between 24 hours and six weeks

- sewn
- plaited
- rings
- tapes
- clip in hairpieces and additions
- taped weft
- cold bonding (latex)
- wefted hair - tracks/rows
- plaited corn rows

## **Tests**

A test will determine if a client is suitable for a particular service such as a skin test which identifies if the client is allergic to a product or chemical.

## ***Texturising (by cutting)***

Introducing differing lengths in areas of, or throughout, the haircut to soften a hard line or to create root lift.

## ***Texturising (using chemicals)***

A method of relaxing African type hair which reduces the natural curl pattern, to leave the hair softer and more manageable. This process is carried out on hair up to 5 cms (2 inches) in length.

## ***Traction alopecia***

The loss of hair because of excessive or continuous tension on the hair such as regular wearing of extensions or plaiting.

## ***Trimmers***

Small clippers with smaller blades to create a closer, finer cut with more definition and detail

## ***Vibration***

A fine, gentle trembling movement of the tissues which is performed by your hand or fingers.

## ***Wrap setting***

When hair is wound clockwise or anti clockwise so that the contours of the head form the finished shape of the hair.



## Appendix 4 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 [Centre document library](#) on [www.cityandguilds.com](http://www.cityandguilds.com) or click on the links below:

- [Centre Handbook: Quality Assurance Standards](#)

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

- [Centre Assessment: Quality Assurance Standards](#)

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

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- [Access arrangements: When and how applications need to be made to City & Guilds](#)

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

The [Centre document library](#) also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

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### Useful contacts

- Please visit the [Contact us](#) section of the City & Guilds website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

### **Centre Handbook: Quality Assurance Standards**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre Assessment: Quality Assurance Standards**

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