



City & Guilds Level 2 NVQ Diploma in Hairdressing (6008-02)

Version 3.4 (January 2025)

For teaching from September 2024 onwards

Qualification Handbook

Qualification at a glance

Subject area	07.3 Service enterprises
City & Guilds number	6008
Age group approved	16-19, 19+
Entry requirements	N/A
Assessment	Portfolio; Multiple Choice;
Grading	Pass/Fail
Approvals	Approval application required
Support materials	Assessor Guide; Candidate logbook; Qualification textbook
Apprenticeship	This qualification is not part of a apprenticeship framework
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
City & Guilds Level 2 NVQ Diploma in Hairdressing	561	640	6008-02	601/5696/X

Version and date	Change detail	Section
1.1 July 2015	Unit 208 - Corrected statement to read "2 out of the 3 areas listed in the range" rather than "3 out of the 4". Unit 212 - added knowledge statement K21 to AC3.2 Unit 214 - added range for "neckline shapes", "factors" and "outline shapes". Values and Behaviours updated Corrected definitions for "3D" and "Disinfection" in Appendix 3	Units, Appendix 1, 2, 3
1.2 October 2015	Added text to the evidence requirements for unit 209 (CH5)	Units
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 2 NVQ Diploma in Hairdressing is designed for learners who work in or wish to pursue a career in hairdressing. The Level 2 NVQ Diploma in Hairdressing provides the necessary skills and knowledge that prove occupational competence as a junior stylist.
What does the qualification cover?	This qualification allows candidates to learn, develop and practice the skills required to provide hairdressing services for all hair types. The Level 2 NVQ Diploma in Hairdressing covers a range of skills and knowledge such as cutting, drying, styling, colouring and lightening, relaxing and perming as well as shampooing and consulting with clients.
What opportunities for progression are there?	Learners may progress to employment and/or to the following City & Guilds qualification: Level 3 NVQ Diploma in Hairdressing Level 3 NVQ Diploma in Barbering
Who did we develop this qualification with?	This qualification has been developed with Habia.
Are they part of an apprenticeship framework or initiative?	This qualification can form part of the following apprenticeship: Intermediate Level Apprenticeship in Hairdressing

2 Structure

To achieve the **City & Guilds Level 2 NVQ Diploma in Hairdressing**, learners must achieve a minimum of **64 credits** overall. **55 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
Mandatory				
J/506/9372	201	Style and finish hair	6	58
L/506/9373	202	Set and dress hair	7	62
D/506/9782	203	Cut hair using basic techniques	12	111
K/506/9381	204	Colour and lighten hair	14	124
F/506/9368	205	Advise and consult with clients	8	63
T/506/9383	206	Shampoo, condition and treat the hair and scalp	5	40
L/506/9499	207	Develop and maintain your effectiveness at work	3	26
Optional				
R/506/9360	208	Relax hair	9	82
M/506/9382	209	Perm and neutralise hair	10	93
R/506/9374	210	Plait and twist hair	5	42
M/506/9494	211	Temporarily attach hair to enhance a style	3	30
Y/506/9375	212	Remove hair extensions	5	48
R/506/9584	213	Fulfil salon reception duties	6	47
J/506/9775	214	Cut men's hair using basic techniques	12	111

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.

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
City & Guilds Level 2 NVQ Diploma in Hairdressing	561	640

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.

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 or above.

Centres and candidates should be fully aware of minimum age requirements and any implications on completing assessments.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

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

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

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

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

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
- 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 qualifications, 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 \(cityandguilds.com\)](#)

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 \(cityandguilds.com\)](#)

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	www.cityandguilds.com
Qualification textbook	Can be ordered from Walled Garden, via www.cityandguildsbookshop.com or from your Business Manager
Assessor guide	www.cityandguilds.com
Candidate logbook	www.cityandguilds.com

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).

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.

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 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 2 NVQ Diploma in Hairdressing (6008-02)	002
Level 2 NVQ Diplomas in Hairdressing and Barbering	007

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
	Cross unit knowledge	Online test	Online test number 690
201	Style and finish hair	Portfolio and Online test	Online test number 601
202	Set and dress hair	Portfolio and Online test	Online test number 602
203	Cut hair using basic techniques	Portfolio and Online test	Online test number 603
204	Colour and lighten hair	Portfolio and Online test	Online test number 604
205	Advise and consult with clients	Portfolio and Online test	Online test number 605
206	Shampoo, condition and treat the hair and scalp	Portfolio and Online test	Online test number 606
207	Develop and maintain your effectiveness at work	Portfolio and Online test	Online test number 607
208	Relax hair	Portfolio and Online test	Online test number 608
209	Perm and neutralise hair	Portfolio and Online test	Online test number 609
210	Plait and twist hair	Portfolio and Online test	Online test number 610

Unit	Title	Assessment method	Where to obtain assessment materials
211	Temporarily attach hair to enhance a style	Portfolio and Online test	Online test number 611
212	Remove hair extensions	Portfolio and Online test	Online test number 612
213	Fulfil salon reception duties	Portfolio and Online test	Online test number 613
214	Cut men's hair using basic techniques	Portfolio and Online test	Online test number 614

Assessment strategy

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.

The strategy specifies that candidates **must sit externally set questions** for the following units:

City & Guilds Unit Number	NOS Reference	Level	Unit Title
Level 2 NVQ Diploma in Hairdressing			
690	n/a	2	Cross unit knowledge test
204	CH4	2	Colour and lighten hair
205	CHB9	2	Advise and consult with clients
206	CHB11	2	Shampoo, condition and treat the hair and scalp
208	AH2	2	Relax hair
209	CH5	2	Perm and neutralise hair

City & Guilds has also produced assessments for all the remaining units.

For more information on how this qualification is assessed, please refer to the Assessor Guide document.

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.

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

The following must be applied to the assessment of this qualification

Registration of qualification 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 qualifications comprise 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 201

Style and finish hair (CH1)

UAN:	J/506/9372
Unit level:	Level 2
Credit value:	6
GLH:	58
Unit aim:	This standard is about styling hair using blow drying and finger drying techniques. Finishing hair using heated styling equipment is also required. A high degree of manual dexterity will be required to work on different hair lengths.
Relationship to NOS:	SKACH1
Endorsed by	Habia
Assessment type:	Portfolio and online test

Learning outcome

The learner will:

- 1 Be able to style and finish hair

Assessment criteria

The learner can:

- 1.1 Prepare for styling and finishing services
 - a Prepare your client to meet salon's requirements (P2)
- 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 Position your client to meet the needs of the service without causing them discomfort (P4)
 - d Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P5)
 - e Use working methods that:
 - (P6.1) minimise the wastage of products
 - (P6.2) minimise the risk of damage to tools, equipment and heated styling equipment
 - (P6.3) minimise the risk of cross-infection

- (P6.4) make effective use of your working time
- (P6.5) ensure the use of clean resources
- (P6.6) minimise the risk of harm or injury to yourself and others
- (P6.7) promote environmental and sustainable working practices
- f Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P7)
- g Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P8)
- h Dispose of waste materials (P9)
- i Test the temperature of heated styling equipment throughout the service (P16)
- 1.3 Consult with clients to confirm the desired look
 - a Confirm the client's satisfaction with the finished look (P30)
- 1.4 Select suitable products, tools and equipment
 - a Apply suitable products, when used, following manufacturers' instructions (P19)
 - b Apply and use suitable products, when required, to meet manufacturers' instructions (P27)
- 1.5 Carry out styling and finishing services
 - a Complete the service within a commercially viable time (P10)
 - b Apply suitable products, when used, following manufacturers' instructions (P11)
 - c Control your styling tools to minimise the risk of damage to the hair length, client discomfort and to achieve the desired look (P12)
 - d Take sections of hair which suit the size of the styling tools (P13)
 - e Maintain an even tension throughout the blow drying process (P14)
 - f Keep the hair damp throughout the blow drying process (P15)
 - g Control the hair length during the blow drying process taking account of factors influencing the service (P17)
 - h Use tools and equipment in a way that achieves the desired blow dry finish (P18)
 - i Apply suitable products, when used, following manufacturers' instructions (P19)
 - j Keep the hair damp throughout the styling process (P20)
 - k Control the hair during the styling process taking account of factors influencing the service (P21)
 - l Ensure that finger drying achieves the direction, volume and balance for the desired look (P22)
 - m Use heated styling equipment, when necessary, that is at the correct temperature for your client's hair and the desired look (P23)
 - n Control your use of heated styling equipment, when used, to minimise the risk of damage to the hair and scalp, client discomfort and to achieve the desired look (P24)
 - o Take sections of hair which suit the size of the heated styling equipment, when used (P25)
 - p Use back combing and back brushing techniques, when required, to achieve the desired look (P26)
 - q Apply and use suitable products, when required, to meet manufacturers' instructions (P27)

- r Ensure the finished look takes into account relevant styling factors influencing the service (P28)
 - s Ensure the finished look meets the intended shape, direction, balance and volume agreed with your client (P29)
- 1.6 Provide clients with advice and recommendations on the service(s) provided
- a Give your client advice and recommendations on the service provided (P31)
-

Range

- (AC1.2) **Products:** heat protectors
 - sprays
 - mousse
 - creams
 - gels
 - serums
 - wax
 - (AC1.2) **Heated styling equipment:** straighteners
 - tongs
 - (AC1.5) **Hair length:** above shoulder
 - below shoulder
 - one length
 - layered
 - (AC1.5) **Tools and equipment:** hand dryer
 - attachments
 - round brush
 - flat brush
 - (AC1.5) **Factors:** hair characteristics
 - hair classifications
 - hair cut
 - hair growth patterns
 - head and face shape
 - (AC1.5) **Blow dry finish:** straightening
 - smoothing
 - creating volume
 - creating movement
 - creating curl
 - (AC1.6) **Advice and recommendations:** how to maintain their look
 - time interval between services
 - present and future products and services
-

Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect styling and finishing 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 (K4)
 - c How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K6)
 - d The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K15)
- 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 (K12)
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
- a The different types of working methods that promote environmental and sustainable working practices (K2)
 - b Your salon's requirements for client preparation (K3)
 - c The correct methods of waste disposal (K16)
- 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 Explain the importance of questioning clients prior to and during services
- 2.6 State the importance of preventing cross-infection and cross-infestation
- a Why it is important to avoid cross-infection and infestation (K7)
 - b Why it is important to keep your work area clean and tidy (K8)
 - c Methods of cleaning, disinfecting and sterilisation used in salons (K10)
 - d Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K11)

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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
 - reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising
-

solar panels)

- reducing water usage and other resources
 - preventing pollution
 - using disposable items (easy dry towels)
 - using recycled, eco friendly furniture
 - using low chemical paint
 - using organic and allergy free hair products
 - using ultra-low ammonia hair colourants
 - using environmentally friendly product packaging
 - choosing responsible domestic products (Fairtrade tea and coffee)
 - encouraging carbon reducing journeys to work
-

Learning outcome

The learner will:

- 3 Understand the factors that influence styling and finishing services

Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services provided
 - a Your salon's expected service times for styling and finishing hair (K17)
 - b How different factors affect the styling process and the finished look (K25)
 - 3.2 Describe ways of dealing with any influencing factors
-

Range

(AC_{3.1}) **Factors:** How different factors affect the styling process and the finished look

- hair characteristics
 - hair classifications
 - hair cut
 - hair growth patterns
 - head and face shape
-

Learning outcome

The learner will:

- 4 Understand the science of styling and finishing hair

Assessment criteria

The learner can:

- 4.1 Explain the effects of humidity on hair
 - a The effects of humidity on hair (K19)
 - 4.2 Explain the physical effects of styling on the hair structure
 - a The physical effects of the blow drying, finger drying and heated styling processes on the hair structure (K20)
-

- 4.3 Explain why hair should be kept damp during blow drying and finger drying
- a Why hair should be kept damp during the blow drying and finger drying process (K18)
-

Learning outcome

The learner will:

- 5 Understand the tools, equipment, products and techniques used to style and finish hair

Assessment criteria

The learner can:

- 5.1 Identify the tools, equipment and products available and the effects they achieve
- a The types of products and equipment used for styling and finishing hair (K21)
- 5.2 Describe the correct use and maintenance of styling and finishing tools
- a The correct use and maintenance of tools and equipment (K9)
 - b Why it is important to check electrical equipment used to aid the styling and finishing processes (K14)
 - c Why and how to use the different types of:
 - (K23.1) styling brushes when blow drying
 - (K23.2) attachments when blow drying
 - (K23.3) heated styling equipment when styling and finishing
 - (K23.4) products and when to apply them
- 5.3 Explain the importance of following salon and manufacturers' instructions during styling and finishing services
- a Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K13)
 - b The manufacturers' instructions on the use of the specific styling and finishing products in your salon (K22)
- 5.4 Explain the importance of applying correct techniques during services
- a Current techniques for blow drying, finger drying and finishing hair (K24)
 - b How to manage different hair lengths when styling the hair (K26)
 - c How the finished result of blow drying is affected by:
 - (K27.1) tension
 - (K27.2) size of hair mesh
 - (K27.3) size of brush
 - (K27.4) the angle at which the brush is held
 - (K27.5) not allowing the hair to cool before removing the hair mesh from the brush
 - d Why the direction of the air flow when drying is important to achieve the desired look (K28)
 - e Why hair needs to be sectioned for styling (K29)
 - f How the size of the section and the angle at which the hair is held during drying influences the volume and direction of the hair movement (K30)
 - g The effects that can be achieved by curling on and off base (K31)
-

- h Why temperature of equipment should be adapted to suit different hair types (K32)
 - i How the incorrect application of heat can affect the hair and scalp (K33)
 - j Why hair should be allowed to cool prior to finishing (K34)
 - k When and how to apply different back combing and back brushing techniques to achieve the desired look (K35)
- 5.5 Outline the importance of using products cost effectively
- 5.6 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
- a The importance of providing advice and recommendations on the products and services provided in the salon (K36)
-

Range

- (AC5.6) **Advice and recommendations:** - additional services
- additional products

Unit 201

Style and finish hair (CH1)

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 styling and finishing hair.

3 Your Assessor will observe your performance on **at least 4 occasions, each on different clients**.

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

- used **4 out of the 7** products
- used **both** the types of heated styling equipment
- styled **all** hair lengths
- used **all** the blow drying tools and equipment
- taken into account **all** the factors
- produced **all** the blow dry finishes
- given **all** advice and recommendations

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 202

Set and dress hair (CH2)

UAN:	L/506/9373
Unit level:	Level 2
Credit value:	7
GLH:	62
Unit aim:	This standard is about using a range of setting and dressing techniques to achieve a variety of different looks. The ability to work with a wide range of products and tools, with a high degree of manual dexterity will be required.
Relationship to NOS:	SKACH2
Endorsed by	Habia
Assessment type:	Portfolio and online test

Learning outcome

The learner will:

- 1 Be able to set and dress hair

Assessment criteria

The learner can:

- 1.1 Prepare for setting and dressing 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
- (P7.7) promote environmental and sustainable working practices
- f Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P8)
- g Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P9)
- h Dispose of waste materials (P10)
- 1.3 Consult with clients to confirm the desired look
 - a Complete the service within a commercially viable time (P11)
 - b Confirm and agree with your client the setting techniques and look required (P12)
- 1.4 Select products, tools and equipment
 - 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 Control your tools and equipment to minimise the risk of damage to the hair, client discomfort and to achieve the desired look (P13)
 - d Apply suitable products following manufacturers' instructions (P14)
 - e Apply and use suitable products to meet manufacturers' instructions (P26)
- 1.5 Carry out setting and dressing services
 - a Confirm and agree with your client the setting techniques and look required (P12)
 - b Control your client's hair throughout the setting process taking account of factors influencing the service (P15)
 - c Take sections of hair which suit the size of the tools and equipment (P16)
 - d Keep the hair damp throughout the setting process, when necessary (P17)
 - e Section and wind the hair cleanly and evenly to achieve the desired look (P18)
 - f Ensure all wound rollers, when used, are secure and sit on or off base to meet the style requirements (P19)
 - g Maintain the correct tension throughout the setting process (P20)
 - h Remove any items used for setting, avoiding discomfort to your client (P21)
 - i Ensure your setting techniques achieve the desired look (P22)
 - j Leave your client's hair free of all section marks as necessary (P23)
 - k Use heated equipment, as necessary, at the correct temperature for your client's hair and the desired look (P24)
 - l Control your tools and equipment to minimise the risk of damage to the hair and scalp, client discomfort and to achieve the desired look (P25)
 - m Apply and use suitable products to meet manufacturers' instructions (P26)
 - n Ensure the finished look takes into account relevant factors influencing the service (P27)
 - o Ensure your dressing techniques and effects achieve the intended shape, direction and volume agreed with your client (P28)
 - p Confirm your client's satisfaction with the finished look (P29)
- 1.6 Provide clients with advice and recommendations on the service(s) provided

- a Give your client advice and recommendations on the service provided (P30)
-

Range

- (AC1.4) **Products:** heat protectors
sprays
mousse
creams
gels
serums
setting lotions
wax
- (AC1.4) **Tools and equipment:** rollers
combs
pin curl clips
brushes
grips and pins
heated equipment
- (AC1.5) **Setting techniques:** rollering
spiral curling
wrap setting
pin curling to give volume
pin curling to give flat movement
- (AC1.5) **Factors:** hair characteristics
hair classification
hair cut
hair length
head and face shape
the occasion for which the style is required
- (AC1.5) **Section and wind:** point to root
root to point
on base
off base
directional
brick
- (AC1.5) **Dressing techniques and effects:** curls
rolls
smoothing
back-combing
back-brushing
- (AC1.6) **Advice and recommendations:** how to maintain their look
time interval between services
present and future products and services
-

Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect setting and dressing 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 types of protective clothing that should be available for clients (K4)
 - c How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K6)
 - d The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K14)
- 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 (K12)
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
 - a The different types of working methods that promote environmental and sustainable working practices (K2)
 - b Your salon's requirements for client preparation (K3)
 - c The correct methods of waste disposal (K15)
- 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 setting and dressing services (K5)
- 2.5 Explain the importance of questioning clients prior to and during services
 - a The importance of confirming the required style requirements with the client (K34)
- 2.6 State the importance of preventing cross-infection and cross-infestation
 - a Why it is important to avoid cross-infection and infestation (K7)
 - b Why it is important to keep your work area clean and tidy (K8)
 - c Methods of cleaning, disinfecting and sterilisation used in salons (K10)
 - d Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K11)

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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
 - reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
 - reducing water usage and other resources
 - preventing pollution
 - using disposable items (easy dry towels)
 - using recycled, eco friendly furniture
 - using low chemical paint
 - using organic and allergy free hair products
 - using ultra-low ammonia hair colourants
 - using environmentally friendly product packaging
 - choosing responsible domestic products (Fairtrade tea and coffee)
 - encouraging carbon reducing journeys to work
-

Learning outcome

The learner will:

3 Know the factors that influence setting and dressing services

Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services provided
 - a Your salon's expected service times for setting and dressing (K16)
 - b How different factors affect the setting and dressing processes and the finished look (K20)
 - 3.2 Describe ways of dealing with any influencing factors
-

Range

(AC3.1) **Factors:** How different factors affect the setting and dressing processes and the finished look

- hair characteristics
 - hair classification
 - hair cut
 - hair length
 - head and face shape
 - the occasion for which the style is required
-

Learning outcome

The learner will:

4 Understand the science of setting and dressing hair

Assessment criteria

The learner can:

- 4.1 Explain the effects of humidity on hair
 - a The effects of humidity on hair (K29)
 - 4.2 Explain the physical effects of setting on the hair structure
 - a The physical effects of setting on the hair structure (K30)
 - 4.3 Explain why hair should be kept damp during setting
 - a Why hair should be kept damp during the setting process (K32)
-

Learning outcome

The learner will:

- 5 Understand the tools, equipment, products and techniques used to set and dress hair

Assessment criteria

The learner can:

- 5.1 Identify the tools, equipment and products available and the effects they achieve
 - a The range of tools, equipment and products available for setting and dressing (K17)
 - b Why and how to use the different types of tools and equipment for setting and dressing (K19)
 - 5.2 Describe the correct use and maintenance of setting and dressing tools
 - a The correct use and maintenance of tools and equipment (K9)
 - 5.3 Explain the importance of following salon and manufacturers' instructions during setting and dressing services
 - a Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K13)
 - b The manufacturers' instructions on the use of the specific setting and dressing products in your salon (K18)
 - 5.4 Explain the importance of applying correct techniques during setting and dressing services
 - a Why and when to use different types of setting techniques (K21)
 - b How to wrap-set hair to ensure it lays smooth and flat against the scalp and in the direction to achieve the desired look (K22)
 - c Why and how to use the different types of sectioning and winding techniques (K23)
 - d Why and how to use different dressing techniques (K24)
 - e How the angle of winding influences the volume and direction of the hair (K25)
 - f Why set hair sections need to be brushed out thoroughly (K26)
 - g Methods of handling, controlling and securing hair to achieve curls and rolls (K27)
 - h The importance of maintaining the correct tension throughout the setting process (K28)
 - i How the incorrect application of heat can affect the hair and scalp (K31)
 - j How heat protectors act to protect the hair (K33)
 - k The removal and or take-down requirements for the hairstyle (K35)
-

- 5.5 Outline the importance of using products cost effectively
 - 5.6 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
 - a The importance of providing advice and recommendations on the products and services provided in the salon (K36)
-

Range

(AC5.6) **Advice and recommendations:** additional services
additional products

Unit 202

Set and dress hair (CH2)

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 setting and dressing hair.

3 Your Assessor will observe your performance on at least **4 occasions on 4 different clients. At least one of the observations must be of a set using rollers secured with pins.**

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

- used **4 out of the 8** products
- used **all** the types of tools and equipment
- used **3 out of 5** the setting techniques
- taken into account **all** factors
- used **all** the sectioning and winding techniques
- used **all** the dressing techniques and created all the effects
- given **all** advice and recommendations,

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 203

Cut hair using basic techniques (CH3)

UAN:	D/506/9782
Unit level:	Level 2
Credit value:	12
GLH:	111
Unit aim:	This standard is about creating a variety of basic looks using club cutting, freehand, texturising and scissor over comb techniques. You are required to use these techniques to produce uniform layers, short and long graduations and one length cuts.
Relationship to NOS:	SKACH3
Endorsed by	Habia
Assessment type:	Portfolio and online test

Learning outcome

The learner will:

- 1 Be able to cut hair using basic techniques

Assessment criteria

The learner can:

- 1.1 Prepare for cutting services
 - a Prepare your client to meet salon's requirements (P2)
- 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 Keep your client's skin free of excess hair cuttings throughout the service (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 risk of damage to tools

- (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 others
- (P8.6) promote environmental and sustainable working practices
- h Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P9)
- i Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
- j Dispose of waste materials (P11)
- 1.3 Consult with clients to confirm the desired look
 - a Establish the factors likely to influence the service (P13)
 - b Confirm with your client the look agreed at consultation prior to commencing the cut (P14)
- 1.4 Select suitable products, tools and equipment
- 1.5 Carry out cutting services
 - a Complete the service within a commercially viable time (P12)
 - b Create and follow the cutting guideline(s) to achieve the required look (P15)
 - c Control your tools to minimise the risk of damage to the hair and scalp, client discomfort and to achieve the desired look (P16)
 - d Use cutting techniques suitable for your client's hair type and to achieve the desired look (P17)
 - e Adapt your cutting techniques to take account of the factors that influence the service (P18)
 - f Change your own position and that of your client to help you ensure the accuracy of the cut (P19)
 - g Crosscheck the cut to establish accurate distribution of weight, balance and shape (P20)
 - h Remove any unwanted hair outside the desired outline shape (P21)
 - i Consult with your client during the cutting process to confirm the desired look (P22)
 - j Make a final visual check of the hair to ensure the finished cut is accurate (P23)
 - k Confirm your client's satisfaction with the finished cut (P24)
- 1.6 Provide clients with advice and recommendations on the service(s) provided
 - a Give your client advice and recommendations on the service provided (P25)

Range

- (AC1.3) **Factors:** hair classifications
hair characteristics
head and face shape
hair growth patterns
 - (AC1.3) **Look:** one length
uniform layer
short graduation
long graduation
with a fringe
-

- (AC1.5) **Techniques:** club cutting
freehand
scissor over comb
texturising
- (AC1.6) **Advice and recommendations:** how to maintain their look
time interval between services
present and future products and services
-

Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect cutting 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 (K4)
 - c The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K14)
- 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 (K12)
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
- a The different types of working methods that promote environmental and sustainable working practices (K2)
 - b Your salon's requirements for client preparation (K3)
 - c Why it is important to protect clients from hair clippings (K5)
 - d How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K6)
 - e Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K13)
 - f The correct methods of waste disposal (K15)
- 2.4 Explain the importance of questioning clients prior to and during services
- a The importance of consulting with clients throughout the cutting process (K20)
- 2.5 State the importance of preventing cross-infection and cross-infestation
- a Why it is important to avoid cross-infection and infestation (K7)
 - b Why it is important to keep your work area clean and tidy (K8)
 - c Methods of cleaning, disinfecting and sterilisation used in salons (K10)
 - d Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K11)
-

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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

Learning outcome

The learner will:

3 Understand the factors that influence cutting services

Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services
 - a Your salon's expected service times for different cutting looks (K16)
 - b The different factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service (K17)
 - c The factors which should be considered when cutting wet hair and dry hair (K18)
- 3.2 Describe ways of dealing with any influencing factors

Range

(AC3.1) **Factors:** The different factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service

- hair classifications
- hair characteristics
- head and face shape
- hair growth patterns

Learning outcome

The learner will:

4 Understand the tools, equipment, products and techniques used for cutting services

Assessment criteria

The learner can:

- 4.1 Explain why it is important to prepare the hair prior to cutting
- 4.2 Identify the tools, equipment and products available and the effects they achieve
 - a The correct use and maintenance of cutting tools (K9)
- 4.3 Explain the importance of applying correct techniques during services
 - a The importance of controlling your tools and equipment to reduce the risk of damage to your client's hair and scalp (K19)
 - b The importance of applying the correct degree of tension to the hair when cutting (K21)
 - c How and why to use club, freehand, texturising and scissor over comb cutting techniques (K22)
 - d The reasons for establishing and following guidelines (K23)
 - e How different cutting angles will impact on weight distribution, balance and the degree of graduation (K24)
 - f How to create the different looks (K25)
 - g How to crosscheck and balance the cut (K26)
- 4.4 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
 - a The importance of providing advice and recommendations on the products and services provided in the salon (K27)

Range

(AC4.4) **Advice and recommendations:** additional services
additional products

Unit 203

Cut hair using basic techniques (CH3)

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 cut hair using basic techniques.

3 Your Assessor will observe your performance on **at least 6 occasions**. These looks must include:

- a one length above the shoulder
- a short graduation incorporating the use of scissor over comb.

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

- adapted your cutting techniques to take into account the factors
- achieved **all** the looks
- used **all** the cutting techniques
- given **all** the advice and recommendations

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 204

Colour and lighten hair (CH4)

UAN:	K/506/9381
Unit level:	Level 2
Credit value:	14
GLH:	124
Unit aim:	This standard is about changing hair colour using semi-permanent, quasi-permanent, permanent and lightening products. This standard covers the ability to colour a full head, regrowth and the creation of highlight and lowlight effects. The ability to take into account a variety of factors and any contra-indications is required.
Relationship to NOS:	SKACH4
Endorsed by	Habia
Assessment type:	Portfolio and an externally set online test

Learning outcome

The learner will:

- 1 Be able to colour and lighten hair

Assessment criteria

The learner can:

- 1.1 Prepare for colouring and lightening services
 - a Prepare your client to meet salon's requirements (P2)
 - b Protect your client's clothing throughout the service (P3)
 - c Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P9)
 - d Prepare your client's hair and protect their skin, where necessary, prior to service (P23)
- 1.2 Apply safe and hygienic methods of working throughout services
 - a Maintain your responsibilities for health and safety throughout the service (P1)
 - b Wear personal protective equipment when using colouring and or lightening chemicals (P4)

- c Position your client to meet the needs of the service without causing them discomfort (P5)
 - d Ensure your own posture and position whilst working minimise fatigue and the risk of injury (P6)
 - e Keep your work area clean and tidy throughout the service (P7)
 - f 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 others
 - (P8.6) promote environmental and sustainable working practices
 - 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 Consult with clients about services and outcomes of tests
- a Ask your client relevant questions to identify if they have any contra-indications to colouring and or lightening services (P13)
 - b Record your client's responses to questions (P14)
 - c Conduct all necessary tests following manufacturers' instructions and recognised industry procedures (P15)
 - d Record the outcomes of tests on the client's record card (P16)
 - e Confirm the desired effect with your client prior to the application of products (P24)
 - f Achieve the desired effect to the satisfaction of your client (P37)
- 1.4 Confirm with clients the desired effect
- 1.5 Select suitable products, tools and equipment
- a Seek assistance from the relevant person when contra-indications and or reactions to tests cause doubts as to the suitability of the service for your client (P17)
 - b Choose products, tools and equipment based on the results of necessary tests, consultation with your client and relevant factors influencing the service (P20)
 - c Prepare materials to meet the application requirements, when necessary (P21)
 - d Prepare products to meet manufacturers' instructions (P22)
- 1.6 Carry out colouring and lightening services
- a Complete the service within a commercially viable time (P12)
 - b Section the hair cleanly and evenly to assist the accurate application of products (P25)
 - c Apply products taking into account relevant factors influencing the service (P26)
 - d Use colour and lightening techniques suitable for achieving the desired look and following manufacturers' instructions (P27)
 - e Apply products in a way that minimises the risk of the product being spread to your client's skin, clothes and surrounding area (P28)
 - f Time the development of products following manufacturers' instructions (P29)
 - g Confirm the required result has been achieved by taking strand tests at suitable times throughout the process (P30)

- h Massage the hair and scalp to emulsify the colour, as necessary, prior to removal, following manufacturers' instructions (P31)
 - i Remove from the hair products that have developed, avoiding disturbance to areas still processing (P32)
 - j Remove colouring or lightening materials from hair with minimum discomfort to your client (P33)
 - k Leave the hair and scalp free of products after the desired effect is achieved (P34)
 - l Identify any problems during the services and resolve them within the limits of your own authority (P35)
 - m Refer problems which cannot be resolved to the relevant person (P36)
- 1.7 Provide clients with advice and recommendations on the service(s) provided
- a Base your recommendations on an accurate evaluation of your client's hair and its potential to achieve the effect required (P18)
 - b Inform your client of the likely cost, duration and expected outcome of the service (P19)
 - c Give your client advice and recommendations on the service provided (P38)
 - d The importance of confirming the client's satisfaction (K60)

Range

- (AC1.2) **Products:** semi-permanent
quasi-permanent
permanent
lighteners
toners
- (AC1.3) **Tests:** skin
incompatibility
porosity
elasticity
colour
- (AC1.5) **Factors:** hair classifications
hair characteristics
temperature
existing colour of hair
percentage of white hair
test results
strength of hydrogen peroxide
hair length
skin tone
time interval from last perm or relaxer
recent removal of hair extensions
- (AC1.6) **Colouring and lightening techniques:** full head application of quasi-permanent
regrowth application of permanent colour
full head application of permanent colour
woven highlights and or lowlights
pulled through highlights and or lowlights
- (AC1.7) **Advice and recommendations:** how to maintain their colour
time interval between services
present and future products and services

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 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 (K3)
 - c The current legal requirements and guidance relating to age restrictions for colouring and lightening services (K5)
 - d Why it is important to use personal protective equipment (K12)
 - e The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K13)
 - f Which colouring and lightening services should not be carried out on minors under 16 years of age (K18)
 - 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)
 - b The dangers associated with the inhalation of powder lighteners (K40)
 - 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 The different types of working methods that promote environmental and sustainable working practices (K11)
 - d The correct methods of waste disposal (K17)
 - e The importance of preparing your client's hair and protect their skin prior to service (K41)
 - f The importance of applying products in a way that minimises the risk of the product being spread to your client's skin, clothes and surrounding area (K48)
 - g The precautions that must be taken when using powder and other lighteners (K57)
 - 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 colouring services (K14)
 - 2.5 Explain the importance of questioning clients prior to and during services
 - a The legal significance of client questioning and the recording of client's responses to questioning (K19)
-

- b The importance of confirming the desired effect with your client prior to the application of products (K42)
 - c The importance of confirming the clients satisfaction (K60)
- 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)
 - c Methods of cleaning, disinfecting and or sterilisation used in salons (K9)

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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

Learning outcome

The learner will:

- 3 Understand the factors that may influence colouring and lightening services

Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services

- a Your salon's expected service times for basic colouring and lightening work (K15)
 - b The factors that must be taken into account to judge the quantity of hair to be woven to achieve a balanced look (K45)
- 3.2 Describe ways of dealing with any influencing factors (K44)
- a How different factors may impact on your colouring and lightening service
-

Range

(AC_{3.2}) **Factors:** The different factors that must be taken into consideration prior to and during colour and lightening and how these impact on the services

- hair classifications
 - hair characteristics
 - temperature
 - existing colour of hair
 - percentage of white hair
 - test results
 - strength of hydrogen peroxide
 - hair length
 - skin tone
 - time interval from last perm or relaxer
 - recent removal of hair extensions
-

Learning outcome

The learner will:

- 4 Understand the science of colouring and lightening hair

Assessment criteria

The learner can:

- 4.1 Describe how to recognise contra-indications and how they affect colouring and lightening services
 - a The importance of recognising any contra-indications to colouring and lightening services (K20)
 - b How and why contra-indications can affect the delivery of colouring and lightening services (K35)
 - 4.2 Explain why it is important to test the hair and scalp prior to and during colouring and lightening
 - a The importance of constantly monitoring the development of lightening products (K34)
 - 4.3 Describe when and how colouring and lightening tests are carried out
 - a The types and purposes of tests (K21)
 - b When and how tests should be carried out and the importance of recording test results (K23)
 - 4.4 Explain how test results influence colouring and lightening services
 - a How the results of tests can influence the colouring and lightening services (K24)
 - b The courses of action to take in the event of adverse reactions to tests (K25)
-

- 4.5 Explain the effects on the hair structure when colouring and lightening hair
- a The effect of different colouring and lightening products on the hair structure (K29)
 - b How the different strengths of hydrogen peroxide influence colouring and lightening (K31)
 - c How porosity levels can affect the choice and application of products and the final results (K32)
 - d The importance of restoring the hair's pH balance after the colouring and lightening process (K52)
- 4.6 Describe the effects of natural and artificial light on the appearance of hair colour
- 4.7 Explain the principles of colour selection
- a The principles of colour selection, including the International Colour Chart (ICC) (K27)
 - b How the natural pigment within hair affects the choice of colour and colouring products and the possible need to pre-lighten (K28)
- 4.8 Explain the effects that temperature has on the colouring and lightening process
- a Effects of temperatures on the application and development of colouring and lightening products (K33)

Range

(AC4.1) **Contra-indications (examples only):** The importance of recognising any contra-indications to colouring and lightening services

- history of previous allergic reaction to colouring products
- other known allergies
- skin disorders
- incompatible products
- medical advice or instructions
- evident hair damage
- age restrictions

Learning outcome

The learner will:

- 5 Understand the tools, equipment, products and techniques used for colouring and lightening services

Assessment criteria

The learner can:

- 5.1 Identify the tools, equipment and products available and the effects they achieve
- a When to use the different types of lighteners and toners available (K30)
 - b The types of colouring, lightening and toning products available, including temporary colours (K36)
 - c The types of tools, materials and equipment used for colouring and lightening (K37)
- 5.2 Describe the different methods of applying and removing colouring and lightening products

- a The different colour, lowlighting and highlighting techniques (K38)
 - b How to prepare materials to meet the application requirements (K39)
 - c The importance of sectioning hair accurately when colouring and lightening (K43)
 - d Methods of applying and removing colouring and lightening products (K50)
 - e Why it is important to avoid disturbing areas still processing when removing products from developed areas (K53)
- 5.3 Explain the importance of following salon and manufacturers' instructions during colouring and lightening services
- a Suppliers and manufacturers instructions for the safe use of equipment, materials and products which you must follow (K16)
 - b The importance of following manufacturers' instructions for skin sensitivity tests and the potential consequences of failing to carry out these test (K22)
 - c The importance of following manufacturers' instructions when measuring, mixing and timing colouring and lightening products (K47)
 - d Why it is important to emulsify colour prior to removal (K49)
- 5.4 Identify the types and causes of problems that may occur during the services
- a The types and causes of colouring and lightening problems that may occur during processing (K54)
 - b The potential risks of using lightening products on previously chemically treated hair (K56)
- 5.5 Describe ways of dealing with colouring and lightening problems
- a When and why to carry out colour refreshing techniques on the mid lengths and ends (K46)
 - b Ways of resolving simple colouring and lightening problems that may occur during processing (K55)
 - c The limits of your authority for resolving colouring and lightening problems (K58)
 - d The person to whom you should report problems you cannot resolve (K59)
- 5.6 Outline the importance of using products cost effectively
- a How to minimise the wastage of products (K7)
 - b The importance of using products economically (K51)
- 5.7 Explain the importance of providing clients with advice and recommendation on the service(s) provided and products available
- a The importance of informing your client of the likely cost, duration and expected outcome of the service (K26)
 - b The importance of providing advice and recommendations on the products and services provided in the salon (K61)

Range

(AC5.7) **Advice and recommendations:** additional services
additional products

Unit 204

Colour and lighten hair (CH4)

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 colour and lighten hair.

3 Your Assessor will observe your performance on **at least 4 occasions**, each on different clients. **At least one** of the observations must cover an application of woven highlights and/or lowlights on a full head

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

- used **4 of the 5** types of products
- carried out **all** the tests
- taken into account **all** the factors
- used **4 of the 5** colouring and lightening techniques
- given **all** the advice and recommendations.

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 205

Advise and consult with clients (CHB9)

UAN:	F/506/9368
Unit level:	Level 2
Credit value:	8
GLH:	63
Unit aim:	This standard is about the important skill of consulting with your clients to determine their ideas and requirements. Making suitable recommendations for services and products based on this information and the results of your examination of their hair, skin and scalp is an essential part of this standard.
Relationship to NOS:	SKACHB9
Endorsed by	Habia
Assessment type:	Portfolio and an externally set online test

Learning outcome

The learner will:

- 1 Be able to consult with and advise clients

Assessment criteria

The learner can:

- 1.1 Prepare to consult with and advise clients
 - a Use visual aids to present clients with suitable alternative ideas to help them reach a decision (P4)
 - b Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P7)
- 1.2 Apply safe and hygienic methods of working throughout services
 - a Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P7)
- 1.3 Carry out consultation services
 - a Consult with your client to determine their requirements (P1)
 - a Allow your client sufficient time to express their wishes (P2)
 - c Ask relevant questions in a way your client will understand (P3)

- d Ask relevant questions in a way your client will understand (P5)
 - e Identify from your client's previous records, when available, any factors likely to affect future services (P9)
 - f Promptly identify and report any problems which cannot be dealt with to the relevant person (P10)
 - g Conduct all communications with your client in a manner that maintains goodwill, trust, confidentiality and privacy (P15)
- 1.4 Carry out relevant tests
- a Conduct visual checks and any necessary tests on the hair, skin and scalp to meet specified procedures (P8)
- 1.5 Provide clients with advice and recommendations
- a Identify and confirm your client's wishes for services and products (P6)
 - b Make recommendations on the outcomes of your identification of your client's hair characteristics and their hair classification (P11)
 - c Explain how their hair characteristics may impact on the hairdressing services in a way your client can understand (P12)
 - d Agree services, products and outcomes that are acceptable to your client and meet their needs (P13)
 - e State the likely cost and duration of the agreed products and services to your client (P14)
 - f Give your client advice and recommendations on the service provided (P16)

Range

- (AC1.3) **Client:** new
regular
- (AC1.3) **Factors that limit or affect services:** adverse hair, skin and scalp conditions
incompatibility of previous services and products used
client's lifestyle
test results
- (AC1.3) **Problems:** suspected infections
suspected infestations
- (AC1.5) **Identify:** question
observation
- (AC1.5) **Hair characteristics:** hair density
hair texture
hair elasticity
hair porosity
hair condition
hair growth patterns
- (AC1.5) **Hair classification:** Type 1 – Straight Hair
Type 2 – Wavy Hair
Type 3 – Curly Hair
Type 4 – Very Curly Hair
- (AC1.5) **Advice and recommendations:** how to maintain their look
time interval between services
present and future products and services

Learning outcome

The learner will:

- 2 Understand the relevant policies and procedures when carrying out consultation services

Assessment criteria

The learner can:

- 2.1 Outline responsibilities for health and safety in own role
 - a Your responsibilities under current relevant health and safety legislation, standards and guidance such as Health and Safety at Work Act and other relevant legislation (K7)
 - b Your responsibilities and reasons for maintaining your own personal hygiene, protection and appearance (K9)
 - c Salon procedures and manufacturers' instructions in relation to conducting tests (K10)
- 2.2 Explain the importance of following current relevant legislation
 - a Salon rules for maintaining confidentiality and privacy (K5)
 - b The importance of not discriminating against clients with illnesses and disabilities and why (K8)
 - c Your legal responsibilities for describing the features and benefits of products and services (K22)
 - d How to complete the client records used in your organisation and the importance and reasons for gaining client consent (K27)
- 2.3 Describe how to communicate effectively when carrying out consultation services
 - a Why effective communication is important for your salon's business (K1)
 - b How to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender (K2)
 - c The questioning and listening skills you need in order to find out information (K3)
 - d Why it is important to encourage and allow time for clients to ask questions (K4)
 - e The different types of visual aids that can support client consultation (K6)
 - f Your salon's pricing structure (K23)
 - g How to calculate the likely charge for services (K24)
- 2.4 Explain the importance of providing clients with advice and recommendations
 - a The importance of giving the client realistic expectations (K25)
 - b The importance of providing advice and recommendations on the products and services provided in the salon (K26)

Range

- (AC2.1) **Health and safety:** Your responsibilities under current relevant health and safety legislation, standards and guidance such as Health and Safety at Work Act and other relevant legislation

- 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
- Data Protection Act/GDPR- Working Time Directives
- Cosmetic Products Regulations
- Consumer Rights Act
- Distance Selling Act (replaced in June 2014 by Consumer Contract Regulations)
- Trade Descriptions Act
- Consumer Protection legislation

(AC2.4) **Advice and recommendations:** - additional services
- additional products

Learning outcome

The learner will:

- 3 Understand the science of hair, skin and scalp

Assessment criteria

The learner can:

- 3.1 Identify the different hair characteristics and classifications
 - a The different types of hair characteristics (K17)
 - b The different hair types of hair classifications (K18)
- 3.2 Describe the basic structure of hair and skin
 - a The basic structure of hair and skin (K19)
- 3.3 Describe the growth cycle of hair
 - a The growth cycle of hair (K20)
- 3.4 Explain why it is important to identify factors that may limit or affect services
 - a Why it is important to identify factors that may limit or affect services and products which can be used (K13)
- 3.5 Explain how factors may limit or affect services and choice of products
 - a How lifestyle, adverse hair, skin and scalp conditions, incompatibility of previous services and products used, limit or affect the services and products that can be offered to clients (K14)
 - b The services and products available for use in your salon (K21)
- 3.6 Describe when and how tests are carried out
 - a How and when tests are carried out on hair (K11)
- 3.7 Explain how test results influence services
 - a The importance of carrying out tests and the potential consequences of failing to do so (K12)

- 3.8 Describe how to recognise hair, skin and scalp problems and necessary actions to take
- a How to recognise hair, skin and scalp problems (K15)
 - b How to identify suspected infections and infestations which need reporting which need reporting and who to report them to (K16)
-

Range

(AC3.8) **Hair, skin and scalp problems:** How to recognise hair, skin and scalp problems

- ringworm
- impetigo
- scabies
- eczema
- alopecia
- psoriasis
- folliculitis
- dandruff
- keloid scarring
- ingrowing hair
- head lice

Unit 205

Advise and consult with clients (CHB9)

Supporting Information

Evidence requirements

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

2 You will need to demonstrate in your everyday work that you have met the standard for developing client consultancy skills.

3 Your Assessor will observe these aspects of your performance as part of all technical observations and will be recorded on **at least 5 occasions**. These recorded observations must cover different technical units.

4 From the range statement, you must show you:

- have consulted with new and regular clients
- have used **all** the means of identifying clients' wishes
- have adapted your advice to take into account the factors limiting or affecting services
- have identified or can describe the problems.
- have taken into account **all** hair characteristics
- used **3 of the 4** classifications
- given **all** the advice and recommendations

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 206

Shampoo, condition and treat the hair and scalp (CHB11)

UAN:	T/506/9383
Unit level:	Level 2
Credit value:	5
GLH:	40
Unit aim:	This standard is about the skill of shampooing, conditioning and treating the hair and scalp using appropriate massage techniques and products for a variety of hair and scalp conditions. Providing aftercare advice is also included.
Relationship to NOS:	SKACHB11
Endorsed by	Habia
Assessment type:	Portfolio and an externally set online test

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 Prepare for shampooing, conditioning and treatment 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)
- 1.2 Apply safe and hygienic methods of working throughout services
 - a Maintain your responsibilities for health and safety throughout the service (P1)
 - b Wear personal protective equipment, if required (P4)
 - c Position your client to meet the needs of the service without causing them discomfort (P5)
 - d Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P6)
 - e Keep your work area clean and tidy throughout the service (P7)

- f Use working methods that minimise the risk of damage to tools (P8.1)
 - g Use working methods that minimise the risk of cross-infection (P8.2)
 - h Use working methods that ensure the use of clean resources (P8.4)
 - i Use working methods that minimise the risk of harm or injury to yourself and others (P8.5)
 - j Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P9)
 - k Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
 - l Dispose of waste materials (P11)
- 1.3 Consult with clients about services and outcomes of tests
- a Ask your client questions to identify if they have contra-indications to hair and scalp treatment services (P13)
- 1.4 Select suitable products, tools and equipment
- a Use products, tools and equipment suitable for your client's hair condition and scalp condition (P14)
- 1.5 Carry out shampooing, conditioning and treatment services
- a Protect your client's clothing throughout the service (P3)
 - b Use working methods that make effective use of your working time (P8.3)
 - c Use working methods that promote environmental and sustainable working practices (P8.6)
 - d Complete the service within a commercially viable time (P12)
 - e Adapt your shampooing massage techniques to meet the needs of your client's hair length and density and hair condition and scalp condition (P15)
 - f Adapt your shampooing massage techniques to ensure your client's comfort (P16)
 - g Adapt the water temperature and flow to suit the needs of your client's hair, scalp and comfort (P17)
 - h Comb through your client's hair, if required, prior to the next part of the service, without causing damage to the hair and scalp (P18)
 - i Apply conditioning products to meet the needs of your client's hair and scalp, following your salon's and manufacturers' instructions (P19)
 - j Adapt your conditioning massage techniques to meet the needs of your client's hair condition and scalp condition and following manufacturer's instructions (P20)
 - k Monitor and time the development of the conditioning product and apply heat at the correct temperature, if required (P21)
 - l Remove the conditioning product, if required, in a way that avoids disturbing the direction of the cuticle (P22)
 - m Leave your client's hair and scalp clean and free from conditioning products, if required, and free of excess water (P23)
 - n Comb through your client's hair without causing damage to the hair and scalp (P24)
- 1.6 Provide clients with advice and recommendations on the service(s) provided
- a Give your client advice and recommendations on the service provided (P25)

Range

- (AC1.4) **Hair condition:** damaged
product build up
normal
oily
dry
- (AC1.4) **Scalp condition:** dandruff affected
oily
dry
product build up
normal
- (AC1.5) **Shampooing massage techniques:** effleurage
rotary
friction
- (AC1.5) **Conditioning products:** surface
penetrating
scalp treatment
- (AC1.5) **Conditioning massage techniques:** effleurage
petrissage
- (AC1.6) **Advice and recommendations:** correct detangling techniques
suitable shampoos, conditioning products
time interval between services
present and future products and services
-

Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect shampooing, conditioning and scalp treatment services

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 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
 - 1 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 The different types of working methods that promote environmental and sustainable working practices (K11)
 - d The correct methods of waste disposal (K15)
 - e How to use and handle equipment used during conditioning and treatment processes (K33)
- 2.4 Describe contact dermatitis and how it can be prevented
- a What is contact dermatitis and how to avoid developing it whilst carrying out hairdressing services (K5)
- 2.5 Explain the importance of questioning clients prior to and during services
- a The importance of questioning clients to establish any contra-indications to hair and scalp treatment services (K13)
- 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 Why it is important to avoid cross-infection and infestation (K7)
 - c Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K8)
 - d Methods of cleaning, disinfecting and sterilisation used in salons (K9)

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

(AC2.3) **Environmental and sustainable working practices**: The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging

- choosing responsible domestic products (Fairtrade tea and coffee)
 - encouraging carbon reducing journeys to work
-

Learning outcome

The learner will:

- 3 Understand the science of shampooing, conditioning and scalp treatments

Assessment criteria

The learner can:

- 3.1 Explain hair and scalp conditions and their causes
 - a How to identify hair and scalp conditions and their causes (K17)
 - b How and why the contra-indications can affect the service (K18)
 - c How and why the contra-indications can affect the service (K19)
 - 3.2 Explain the science which underpins the services provided
 - a How shampoo and water act together to cleanse the hair (K20)
 - b The effects of water temperature on the scalp and structure of the hair (K22)
 - c How the pH value of the products used affects the current state of the hair (K24)
 - d How the 'build up' of products can affect the hair, scalp and the effectiveness of other services (K25)
 - e How heat affects the hair during the conditioning treatment (K36)
-

Range

- (AC_{3.1}) **Hair and scalp conditions:** damaged
product build up
normal
oily
dry
dandruff affected
-

Learning outcome

The learner will:

- 4 Understand the products and techniques used in shampooing, conditioning and scalp treatments

Assessment criteria

The learner can:

- 4.1 Describe the range of products available
 - a How shampoos and conditioning products affect the hair and scalp (K26)
 - b Types of available shampooing and conditioning products and equipment (K27)
 - c When and how to use different shampooing, conditioning and treatment products (K28)
-

- 4.2 Describe the potential effects of using an incorrect products
 - a What may happen if the incorrect shampooing and conditioning products are used (K30)
- 4.3 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 (K14)
 - b The importance of removing conditioning and treatment products, when required (K34)
- 4.4 Outline the importance of removing excess water from the hair at the end of the service
 - a The importance of removing excess water from the hair at the end of the service (K35)
- 4.5 Explain the massage techniques used during shampooing and conditioning
 - a When and how massage techniques should be used when conditioning different lengths and densities of hair (K21)
 - b When and how rotary, effleurage and friction massage techniques should be used when shampooing different lengths and densities of hair (K31)
 - c The purpose and benefits of scalp massage (K32)
- 4.6 Explain the importance of detangling the hair from point to root
 - a The importance of de-tangling the hair from point to root (K23)
- 4.7 Outline the importance of using products cost effectively
 - a When the shampooing process should be repeated (K29)
- 4.8 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
 - a Your salon's service times for shampooing, conditioning and treating the hair (K16)
 - b The importance of providing advice and recommendations on the products and services provided in the salon (K37)

Range

(AC4.8) **Advice and recommendations:** additional services
additional products

Unit 206

Shampoo, condition and treat the hair and scalp (CHB11)

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, conditioning and treating the hair and scalp.
3. Your Assessor will observe these aspects of your performance on **at least 3 occasions**.
4. From the range, you must show that you have:
 - adapted your shampooing techniques for **3 out of the 5** hair conditions
 - adapted your shampooing techniques for **3 out of the 5** scalp conditions
 - used **2 out of the 3** shampooing massage techniques
 - used **all** the conditioning products
 - used **all** of the conditioning massage techniques
 - given **all** advice and recommendations
- 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 207

Develop and maintain your effectiveness at work (CHB12)

UAN:	L/506/9499
Unit level:	Level 2
Credit value:	3
GLH:	26
Unit aim:	This standard is about taking responsibility for improving your performance at work and working well with your colleagues so as to make a positive contribution to the overall effectiveness of your salon.
Relationship to NOS:	SKACHB12
Endorsed by	Habia
Assessment type:	Portfolio and online test

Learning outcome

The learner will:

- 1 Be able to work effectively as part of a team

Assessment criteria

The learner can:

- 1.1 Work effectively as part of a team to achieve agreed objectives
 - a Agree ways of working together to achieve objectives (P10)
 - b Anticipate the needs of others and offer assistance within your capabilities (P13)
 - c Make effective use of your time throughout your working day (P14)
 - d Report problems likely to affect salon services to the relevant person (P15)
- 1.2 Develop working relationships with colleagues
 - a Ask for help and information from your colleagues, when necessary (P11)
 - b Respond to requests for assistance from colleagues (P12)
 - c Resolve misunderstandings with your colleagues (P16)

Range

(AC1.1) **Assistance:** on a one-to-one basis
in a group

Learning outcome

The learner will:

2 Be able to improve own performance at work

Assessment criteria

The learner can:

- 2.1 Identify personal strengths and weaknesses
 - a Identify your own strengths and weaknesses and discuss them with the relevant person (P1)
- 2.2 Produce a self-development plan with targets
 - a Find out more information from relevant people to perform a task when the instructions you have are unclear (P2)
 - b Seek feedback from relevant people about how you can improve your performance (P3)
 - c Ask your colleagues for help and take opportunities to learn when they are available (P4)
 - d Seek help from relevant people when you are unable to obtain learning opportunities relating to your work (P5)
 - e Regularly review developments in hairdressing and related areas (P6)
 - f Agree realistic work targets with the relevant person (P7)
 - g Regularly review your progress towards achieving your agreed targets (P8)
 - h Use the results of your reviews to develop your future personal development plan (P9)
 - i The commercially viable range of times for the performance of hairdressing services offered (K12)

Range

(AC2.2) **Opportunities to learn:** from colleagues and other relevant people
active participation in training and development activities
active participation in salon activities

(AC2.2) **Targets:** productivity
personal development

Learning outcome

The learner will:

3 Know how to work effectively as part of a team

Assessment criteria

The learner can:

- 3.1 Identify yours and other team members roles and responsibilities
 - a Your job role and responsibilities and how this relates to the role of other team members (K1)
 - b How to get information about your job, your work responsibilities and the standards expected of you (K2)
 - c How to find out relevant information about other people's areas of responsibility (K3)
 - d Why it is important to work within your job responsibilities and what might happen if you do not do so (K4)
 - e The limits of your own authority and that of others in relation to giving assistance (K9)
 - f Your salon's appeals and grievance procedures (K11)
- 3.2 Describe how to improve your own performance at work
 - a How to identify your own strengths and weaknesses (K5)
 - b Who can help you identify and obtain opportunities for your development and training (K8)
 - c The standards of behaviour that are expected of you when working in the salon (K10)
 - d How using the National Occupational Standards can help you identify your development needs (K13)
- 3.3 Describe the importance of effectively working with others
 - a Why harmonious working relationships are important (K16)
 - b How to react positively to reviews and feedback and why this is important (K17)
 - c Support co-operative ways of working such as anticipate the needs of others for information and support and show that you are willing to help resolve disagreements (K18)
 - d Who to report to when you have difficulties in working with others (K20)
 - e How to deal with relationship difficulties and conflicts when working with others (K21)
 - f The questioning and listening skills you need in order to find out information (K22)
- 3.4 Describe the importance of target setting and improving own performance
 - a The importance of meeting your personal development and productivity targets and timescales (K6)
 - b The importance of continuous professional development and how it affects your job role (K7)
 - c How to maintain awareness of current and emerging trends and developments within the industry and why this is important (K14)
 - d The importance of continually using and updating your own personal plan (K15)
 - e How to manage your time effectively (K19)

Unit 207

Develop and maintain your effectiveness at work (CHB12)

Supporting Information

Evidence requirements

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 You will need to demonstrate in your everyday work that you have met the standard for developing and maintaining your effectiveness at work.
- 3 Your Assessor will observe your contributions to effective teamwork on **at least 2 occasions**.
- 4 From the range statement, you must show that you:
 - have participated in **all** the listed opportunities to learn
 - have agreed and reviewed your progress towards both productivity and personal development targets
 - have offered assistance on a one to one basis and in a group

Unit 208

Relax hair (AH2)

UAN:	R/506/9360
Unit level:	Level 2
Credit value:	9
GLH:	82
Unit aim:	This standard is about carrying out relaxing services. To achieve this standard, you will need to show you have the ability to examine the hair and scalp, select and use suitable products and choose the correct application techniques.
Relationship to NOS:	SKAAH2
Endorsed by	Habia
Assessment type:	Portfolio and an externally set online test

Learning outcome

The learner will:

- 1 Be able to relax hair

Assessment criteria

The learner can:

- 1.1 Prepare for relaxing services
 - a Maintain your responsibilities for health and safety throughout the service (P1)
 - b Prepare your client to meet salon's requirements (P2)
 - c Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P8)
 - d Choose products and tools based on the factors, results of your tests and a consultation with your client (P18)
 - e Select, prepare and use relaxing products following the manufacturer's instructions (P19)
- 1.2 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 relaxing service (P3)

- d Position your client to meet the needs of the service without causing them discomfort (P4)
- e Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P5)
- f Keep your work area clean and tidy throughout the service (P6)
- g 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 clients
 - (P7.6) promote environmental and sustainable working practices
- h Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P8)
- i Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P9)
- j Dispose of waste materials (P10)
- k Conduct all necessary tests following manufacturers' instructions and recognised industry procedures (P14)
- l Seek assistance from the relevant person when contra-indications and or reactions to tests cause doubts as to the suitability of the relaxing service for your client (P16)
- m Protect the hairline and scalp prior to the relaxing service (P20)
- n Accurately time the application and development of the relaxer following manufacturer's instructions (P25)
- o Monitor the comfort of your client at regular intervals throughout the relaxing process (P27)
- p Refer problems you cannot resolve to the relevant person (P33)
- 1.3 Consult with clients about services and outcomes of tests
 - a Complete the relaxing service within a commercially viable time (P11)
 - b Ask your client questions to identify if they have any contra-indications to relaxing services (P12)
 - c Record your client's responses to questioning (P13)
 - d Record the outcomes of tests on the client's record card (P15)
 - e Base your recommendations on the evaluation of your client's hair and its potential to achieve the required effect (P17)
- 1.4 Confirm with clients the desired effect
- 1.5 Select suitable products, tools and equipment
 - a Choose products and tools based on the factors, results of your tests and a consultation with your client (P18)
 - b Select, prepare and use relaxing products following the manufacturer's instructions (P19)
- 1.6 Carry out relaxing services
 - a Protect your client's clothing throughout the relaxing service (P3)

- b Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P9)
 - c Complete the relaxing service within a commercially viable time (P11)
 - d Protect the hairline and scalp prior to the relaxing service (P20)
 - e Apply a suitable pre-relaxing treatment (P21)
 - f Section the hair, when required, cleanly and evenly to assist with the even application of the relaxer (P22)
 - g Apply products taking into account the factors and results of your tests for the relaxing service (P23)
 - h Use tools to avoid damage to the scalp (P24)
 - i Apply the relaxer in a way that minimises the risk of the product being spread to your client's skin, clothes and surrounding area (P24)
 - j Accurately time the application and development of the relaxer following manufacturer's instructions (P25)
 - k Confirm the required degree of straightening has been achieved by taking strand tests on different areas of the head at suitable times throughout the relaxing process (P26)
 - l Monitor the comfort of your client at regular intervals throughout the relaxing process (P27)
 - m Remove chemicals in a way which minimises the risk of damage to the hair and following manufacturer's instructions (P28)
 - n Leave the relaxed hair free of all visible traces of relaxing product (P29)
 - o Restore the hair's pH balance using a suitable post relaxing treatment (P30)
 - p Normalise the hair by shampooing, leaving it free of all traces of residue relaxer oils (P31)
 - q Resolve any problems occurring during the relaxing process within the limits of your own authority (P32)
 - r Refer problems you cannot resolve to the relevant person (P33)
 - s Achieve the required degree of straightness that is anticipated (P34)
- 1.7 Provide clients with advice and recommendations on the service(s) provided
- a Record the outcomes of tests on the client's record card (P15)
 - b Give your client advice and recommendations on the service provided (P35)

Range

- (AC1.2) **Products:** scalp protectors
sodium relaxer
non-sodium relaxer
pre-relaxing treatments
post-relaxing treatments
normalising shampoo
- (AC1.3) **Tests:** elasticity
porosity
strand
- (AC1.5) **Tools:** tail combs
wide tooth combs

- hands
 - tint brushes
 - (AC1.5) **Factors:** hair characteristics
 - hair classifications
 - scalp condition
 - degree of relaxation required
 - previous chemical services
 - length of re-growth
 - temperature
 - time
 - sequence of application
 - white hair
 - degree of product build-up
 - need to cut hair prior to relaxing
 - (AC1.6) **Application:** top and bottom
 - top
 - hand
 - (AC1.6) **Relaxing process:** virgin application
 - re-growth application between 4 to 8 weeks
 - re-growth application up to 12 weeks
 - (AC1.7) **Advice and recommendations:** how to maintain their look
 - time interval between services
 - additional products
 - additional services
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 Outline responsibilities for health and safety in own role (K1)
 - 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 for clients (K3)
 - c Regulations in relation to the use of relaxing and normalising products (K12)
 - d The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K14)
 - 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 (K8)
 - 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 The different types of working methods that promote environmental and sustainable working practices (K9)
 - d The safety considerations which must be taken into account when relaxing hair (K13)
 - e The correct methods of waste disposal (K16)
- 2.4 Describe contact dermatitis and how it may be prevented
- 2.5 Explain the importance of questioning clients prior to and during services
- a The legal significance of client questioning and the recording of clients' responses to questioning (K18)
 - b The potential discomfort clients may experience during the relaxing process and why it is important to check on their well-being (K46)
- 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 Methods of cleaning, disinfection and sterilisation used in salons (K6)
 - c Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K7)

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
- (AC2.1) **Products:** scalp protectors
sodium relaxer
non-sodium relaxer
pre-relaxing treatments
post-relaxing treatments
normalising shampoo
- (AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices
- reducing waste and managing waste (recycle, reuse, safe disposal)
 - reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
 - reducing water usage and other resources
 - preventing pollution
 - using disposable items (easy dry towels)
 - using recycled, eco friendly furniture

- using low chemical paint
 - using organic and allergy free hair products
 - using ultra-low ammonia hair colourants
 - using environmentally friendly product packaging
 - choosing responsible domestic products (Fairtrade tea and coffee)
 - encouraging carbon reducing journeys to work
-

Learning outcome

The learner will:

- 3 Understand the factors that influence relaxing services

Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services
 - a The importance of identifying the hair factors through conducting a detailed hair and scalp examination (K19)
 - b The circumstances when hair may need to be cut prior to a service (K28)
 - c How different factors affect your choice of relaxer (K30)
 - d The factors that should be considered when selecting sodium or non-sodium relaxing products (K35)
 - e How the different influencing factors can affect the relaxing process (K49)
 - 3.2 Describe ways of dealing with any influencing factors
-

Range

- (AC_{3.1}) **Factors:** hair characteristics
hair classifications
scalp condition
degree of relaxation required
previous chemical services
length of re-growth
temperature
time
sequence of application
white hair
degree of product build-up
need to cut hair prior to relaxing
-

Learning outcome

The learner will:

- 4 Understand the science of relaxing services

Assessment criteria

The learner can:

- 4.1 Describe how to recognise contra-indications and how they affect relaxing services
 - a How the contra-indications can affect the relaxing service (K27)
 - b How to recognise trichorrhexis nodosa and how to deal with this condition (K29)
 - 4.2 Explain why it is important to test the hair and scalp prior to and during relaxing services
 - a Potential consequences of failing to conduct tests (K24)
 - b Why it is important to record test results (K25)
 - 4.3 Describe when and how relaxing tests are carried out
 - a The types and purposes of tests (K21)
 - b When and how tests should be carried out and the expected results (K22)
 - c The method of checking development when texturising (K43)
 - d The method of checking relaxer development (K44)
 - 4.4 Explain how test results influence the relaxing service
 - a How the hair and scalp examination can affect the choice of products (K20)
 - b How the results of tests can influence the relaxing service (K23)
 - c The courses of action to take in the event of adverse reactions to tests (K26)
 - 4.5 Explain the effects on the hair structure when relaxing hair
 - a The effects of relaxing products on the hair structure (K31)
 - b The effect of relaxers on white hair (K32)
 - c The effects of relaxer pre- and post-treatments on the hair structure (K41)
 - d How to texturise hair (K42)
 - e How neutralising shampoos work and their effect on the hair structure (K48)
 - f The importance and effects of restoring the hairs pH balance after the relaxing process (K54)
 - 4.6 State the active ingredients in relaxing products
 - a The active ingredients in relaxing products (K33)
 - 4.7 Explain the effects and possible effects of temperature on relaxing products
 - a How to adapt the water temperature, pressure and direction to protect the hair condition (K47)
 - b the effects and possible effects of temperature on relaxing products (K52)
-

Learning outcome

The learner will:

- 5 Understand the products and techniques used in relaxing services

Assessment criteria

The learner can:

- 5.1 Describe the range of products, tools and equipment available for the relaxing service
 - a Why different tools are used in the relaxing service and their effect on the hair and scalp (K34)
-

- b The different types and strengths of available relaxers and when to use them (K36)
 - c The different types and use of pre- and post-relaxing treatments and when to use them (K38)
 - d How to use scalp protectors and why they are important (K40)
 - 5.2 Describe methods of applying relaxing products
 - a The method and sequence of application of relaxing and normalising products (K45)
 - 5.3 State the importance of following salon and manufacturers' instructions during relaxing services
 - a Suppliers' and manufacturers' instructions you must follow for the safe use of equipment, materials and products which you must follow (K15)
 - b The importance of following manufacturers' instructions when using relaxing products (K39)
 - c Why accurate timing and thorough rinsing of products is necessary (K51)
 - 5.4 Identify the types of problems and causes that may occur during services
 - a The effect of overlapping products on to previously chemically treated hair (K50)
 - b Types and causes of problems that can occur during the relaxing and texturising process (K56)
 - 5.5 Describe ways of dealing with relaxing problems
 - a Your own limits of authority for resolving relaxing problems (K10)
 - b The person you should report problems to that you cannot resolve (K11)
 - c How to deal with scalp irritation during the relaxing process (K53)
 - d Methods of resolving relaxing problems (K57)
 - 5.6 Outline the importance of using products cost effectively
 - a The importance of using products cost effectively (K55)
 - 5.7 Explain the importance of providing advice and recommendations to clients
 - a The potential effects of using relaxing products on chemical services such as hair lightening (K37)
 - b The importance of providing advice and recommendations on the products and services provided in the salon (K58)
-

Range

(AC5.7) **Advice and recommendations:** additional services
additional products

Unit 208

Relax hair (AH2)

Supporting Information

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You will need to demonstrate in your everyday work that you have met the standard for developing client consultancy skills.
3. Your assessor will observe these aspects of your performance on **at least 2 occasions for relaxing processes**.
4. From the range, you must show that you have:
 - used **all** the products in the range
 - carried out **all** the tests in the range
 - used **3 out of the 4** types of tools listed
 - considered **all** the factors listed in the range
 - used **all** the application techniques
 - carried out relaxing in **2 out of the 3** areas listed in the range
 - given **all** advice and recommendations
- 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 209

Perm and neutralise hair (CH5)

UAN:	M/506/9382
Unit level:	Level 2
Credit value:	10
GLH:	93
Unit aim:	This standard is about carrying out basic perming and neutralising services to the satisfaction of your client. You will be required to demonstrate a number of winding techniques and the ability to conduct a range of tests on hair.
Relationship to NOS:	SKACH5
Endorsed by	Habia
Assessment type:	Portfolio and an externally set online test

Learning outcome

The learner will:

- 1 Be able to perm and neutralise hair

Assessment criteria

The learner can:

- 1.1 Prepare for perming and neutralising services
 - a Prepare your client to meet salon's requirements (P2)
 - b Protect your client's clothing throughout the service (P3)
 - c Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P9)
 - d Protect your client's hair and skin prior to perming (P20)
- 1.2 Apply safe and hygienic methods of working throughout services
 - a Maintain your responsibilities for health and safety throughout the service (P1)
 - b Wear personal protective equipment when using perming and neutralising chemicals (P4)
 - c Position your client to meet the needs of the service without causing them discomfort (P5)
 - d Ensure your own posture and position whilst working minimises fatigue and the risk of injury (P6)

- e Keep your work area clean and tidy throughout the service (P7)
 - f Use working methods that minimise the risk of cross-infection (P8.2)
 - g Use working methods that ensure the use of clean resources (P8.4)
 - h Minimise the risk of harm or injury to yourself or others (P8.5)
 - i Promote environmental and sustainable working practices (P8.6)
 - j Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P10)
 - k Dispose of waste materials (P11)
 - l Follow manufacturers' instructions when applying perming lotion and neutralisers evenly to all wound hair (P28.1)
 - m Follow manufacturers' instructions when monitoring and timing the development of the perming and neutralising processes (P28.2)
 - n Follow manufacturers' instructions when applying suitable conditioners, if necessary (P28.3)
- 1.3 Consult with clients about services and outcomes of tests
- a Ask your client relevant questions to identify if they have any contra- indications to perming services (P13)
 - b Record your client's responses to questioning (P14)
 - c Conduct necessary tests following manufacturers' instructions and recognised industry procedures (P15)
 - d Record the outcomes of tests on the client's record card (P16)
 - e Seek assistance from the relevant person when contra-indications and or reactions to tests cause doubts as to the suitability of the service for your client (P17)
- 1.4 Confirm with clients the desired effect
- 1.5 Select suitable products, tools and equipment
- a Choose products, tools and equipment based on the results of necessary tests, consultation with your client and factors influencing the service (P18)
 - b Prepare products following manufacturers' instructions (P19)
- 1.6 Carry out perming and neutralising services
- a Use working methods that minimise wastage of products (P8.1)
 - b Use working methods that make effective use of your working time (P8.3)
 - c Complete the service within a commercially viable time (P12)
 - d Use the correct sectioning techniques so that the hair is sectioned cleanly and evenly to achieve the desired look (P21)
 - e Use products and techniques taking into account factors influencing the service (P22)
 - f Confirm straightening has been achieved by the rearranging process, if required (P23)
 - g Leave the hair and scalp clean and free from chemicals and excess moisture prior to the winding process, if required (P24)
 - h Take meshes of hair which suit the size of the perm rod (P25)
 - i Maintain an even tension throughout the winding process (P26)
 - j Ensure all wound perm rods sit on their own base (P27)
 - k Confirm the required degree of curl has been achieved (P29)

- l Ensure the water temperature and flow suit your client's hair, scalp and comfort needs (P30)
 - m Leave the hair free of perm lotion when the desired degree of curl is achieved (P31)
 - n Remove excess moisture before neutralising without disturbing the wound hair (P32)
 - o Effectively apply the neutraliser to the hair, taking care not to disturb the wound hair (P33)
 - p Remove the perm rods without disturbing the curl formation (P34)
 - q Leave the hair free of neutraliser after the final rinse (P35)
 - r Identify any problems during the perming and neutralising processes and resolve them within the limits of your own authority to do so (P36)
 - s Refer problems you cannot resolve to the relevant person (P37)
 - t Achieve the correct degree of curl necessary for the final, desired look (P38)
- 1.7 Provide clients with advice and recommendations on the service(s) provided
- a Give your client advice and recommendations on the service provided (P39)

Range

- (AC1.3) **Tests:** strand development
elasticity
porosity
incompatibility
- (AC1.5) **Factors:** hair characteristics
hair classification
temperature
direction and degree of movement required
hair length
length of re-growth
colour treated hair
- (AC1.6) **Products:** barrier cream
pre-perm treatments
chemical rearranger
perm lotions
neutralisers
post-perm treatments
- (AC1.6) **Sectioning techniques:** basic
directional
brick
- (AC1.7) **Advice and recommendations:** how to maintain their perm
time interval between services
additional products
additional services

Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affecting perming, neutralising and chemical rearranging 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 (K3)
 - c Why it is important to use personal protective equipment (K4)
 - d The importance of personal hygiene and presentation in maintaining health and safety in your workplace (K14)
 - 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 (K12)
 - 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 (K7)
 - c Why it is important to position your tools and equipment for ease of use (K10)
 - d The different types of working methods that promote environmental and sustainable working practices (K13)
 - e The correct methods of waste disposal (K16)
 - 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 perming and neutralising services (K5)
 - 2.5 Explain the importance of questioning clients prior to and during services
 - a The legal significance of client questioning and the recording of client's responses to questioning (K18)
 - 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 The different methods of cleaning, disinfecting and sterilisation used in salons (K11)
-

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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
- reducing water usage and other resources
- preventing pollution
- using disposable items (easy dry towels)
- using recycled, eco friendly furniture
- using low chemical paint
- using organic and allergy free hair products
- using ultra-low ammonia hair colourants
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

Learning outcome

The learner will:

- 3 Understand the factors that influence the perming, neutralising and chemical rearranging services

Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services
 - a Your salon's expected service times for perming and neutralising work (K17)
 - b How different factors can affect your choice of perming and neutralising products (K32)
 - c The different factors that influence the use of different sized perm rods (K34)
 - d How to adapt the application method of chemical re-arrangers when working on regrowth or virgin hair (K37)
- 3.2 Describe ways of dealing with any influencing factors
- 3.3 Explain why and when chemical re-arranging of the hair is necessary

- a Why and when chemical re-arranging of the hair is necessary (K35)
-

Range

(AC_{3.1}) **Factors:** How different factors can affect your choice of perming and neutralising products

- hair characteristics
 - hair classification
 - temperature
 - direction and degree of movement required
 - hair length
 - length of re-growth
 - colour treated hair
-

Learning outcome

The learner will:

- 4 Understand the science of the perming, neutralising and chemical rearranging services

Assessment criteria

The learner can:

- 4.1 Describe how to recognise contra-indications and how they affect perming, neutralising and chemical rearranging services
- a The importance of recognising any contra-indications to perming and neutralising services (K6)
 - b How and why the contra-indications can affect the delivery of perming services (K25)
- 4.2 Explain why it is important to test the hair and scalp prior to and during perming, neutralising and chemical rearranging services
- a Why it is important to record test results (K24)
 - b The importance of confirming straightening has been achieved by taking strand tests on different areas of the head and at suitable times in the rearranging process (K38)
- 4.3 Describe when and how perming and neutralising tests are carried out
- a The types and purposes of tests (K19)
 - b When and how tests should be carried out and the expected results (K20)
 - c Method of checking curl development by taking development test curls (K43)
 - d Confirm the required degree of curl has been achieved (K48)
- 4.4 Explain how test results influence the perming, neutralising and chemically rearranging service
- a How the results of tests can influence the perming service (K21)
 - b Potential consequences of failing to test (K22)
 - c The courses of action to take in the event of adverse reactions to tests (K23)
- 4.5 Explain the effects on the hair structure when perming, neutralising and chemically rearranging hair
-

- a The effects of chemical re-arrangers, perm lotions and neutralisers on the hair structure (K28)
 - b The importance and effects of restoring the hair's pH balance after the perming and neutralising process (K45)
- 4.6 State the active ingredients in perming and neutralising products
- a The active ingredients in perming and neutralising products (K27)
- 4.7 Explain the effects that temperature has on the perming process
- a How temperature affects the perming process (K29)
 - b The importance of considering water temperature during the neutralising process (K44)
-

Range

(AC4.1) **Contra-indications (examples only):** How and why the contra-indications can affect the delivery of perming services

- history of previous allergic reaction to perming products
 - other known allergies
 - skin disorders
 - incompatible products
 - medical advice or instructions
 - previous chemical treatments
 - recent removal of hair extensions or plaits
-

Learning outcome

The learner will:

- 5 Understand the tools, equipment, products and techniques used for perming, neutralising and chemical rearranging services

Assessment criteria

The learner can:

- 5.1 Identify the techniques, tools, equipment and products available and the effects they achieve
 - a The types and purposes of equipment used during the perm development process (K30)
 - b The different types and uses of perm lotions, chemical rearrangers and neutralisers (K31)
 - c When to use different types of sectioning techniques and why (K33)
 - d Why different applicators are used when chemically rearranging and their effect on the hair and scalp (K36)
 - e When and why it is important to use pre-perm treatments (K40)
 - f Methods of applying perm lotions and neutralisers (K41)
 - g The types and uses of post-perm conditioners (K46)
 - 5.2 Explain the importance of following salon and manufacturers' instructions during perming, neutralising and chemical rearranging services
-

- a Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K15)
 - b The manufacturers' instructions for the specific perming and neutralising products in your salon (K26)
 - c The importance of accurate timing and thorough rinsing of products (K39)
- 5.3 Identify the types and causes of problems that may occur during services
- a The effects of overlapping products on previous chemically treated hair (K42)
 - b Types and causes of problems that can occur during the perming and neutralising processes and how to resolve them (K49)
- 5.4 Describe ways of dealing with perming, neutralising and chemical rearranging problems
- 5.5 Outline the importance of using products cost effectively
- a The importance of using products economically (K47)
- 5.6 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
- a The importance of providing advice and recommendations on the products and services provided in the salon (K50)
-

Range

- (AC_{5.6}) **Advice and recommendations:** additional services
additional products

Unit 209

Perm and neutralise hair (CH5)

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 perming and neutralising hair
- 3 Your Assessor will observe these aspects of your performance on **at least 2 occasions each on a different client**.
- 4 From the range, you must show that you have:
 - 1 of the observed performances must be carried out on a full head
 - used **3 out of the 6** the products*
 - carried out **4 out of the 5** tests.
 - taken into account **all** the factors
 - carried out **1 out of the 3** sectioning techniques
 - given **all** the advice and recommendations
- 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 210

Plait and twist hair (CH6)

UAN:	R/506/9374
Unit level:	Level 2
Credit value:	5
GLH:	42
Unit aim:	This standard is about using plaiting and twisting techniques to achieve a variety of different looks. A high degree of manual dexterity will be necessary.
Relationship to NOS:	SKACH6
Endorsed by	Habia
Assessment type:	Portfolio and online test

Learning outcome

The learner will:

- 1 Be able to plait and twist hair

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)
- 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
- (P7.7) promote environmental and sustainable working practices
- e Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P8)
- f Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products (P9)
- g Dispose of waste materials (P10)
- 1.3 Consult with clients to confirm the desired look
 - a Establish the factors likely to influence the service (P12)
 - b Confirm with your client the look agreed at consultation prior to and during the service (P13)
 - c Consult with your client during the service to ensure the tension is comfortable (P20)
 - d Confirm your client's satisfaction with the finished look (P23)
- 1.4 Select suitable products, tools and equipment
 - a Complete the service within a commercially viable time (P11)
- 1.5 Carry out plaiting and twisting services
 - a Complete the service within a commercially viable time (P11)
 - 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 plait(s) 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 service (P17)
 - f Control and secure your client's hair throughout the plaiting and twisting processes (P18)
 - g Apply suitable products, when necessary, to achieve the style requirements (P19)
 - h Consult with your client during the service to ensure the tension is comfortable (P20)
 - i Adjust the tension of plaits and or twists, when necessary, avoiding damage to the hair and minimising discomfort to your client (P21)
 - j Ensure the direction and balance of the finished plait(s) and or twists achieves the desired look (P22)
- 1.6 Provide clients with advice and recommendations on the service(s) provided
 - a Give your client advice and recommendations on the service provided (P24)

Range

(AC1.2) **Products:** sprays
 serums
 gels

(AC1.3) **Factors:** hair characteristics
 hair classification
 face and head shape

hair length
scalp condition
desired look

(AC1.5) **Plaits and twists:** multiple cornrows

French plait
fishtail plait
two strand twists
flat twists

(AC1.6) **Advice and recommendations:** how to maintain their look

how to remove plaits and twists
present and future products and services

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, protection 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

- a The hazards and risks which exist in your workplace and the safe working practices which you must follow (K11)

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 equipment and tools for ease of use (K9)
- d The different types of working methods that promote environmental and sustainable working practices (K12)
- e Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K14)
- f The correct methods of waste disposal (K15)

2.4 Describe contact dermatitis and how it can be prevented

2.5 Explain the importance of questioning clients prior to and during services

- a The importance of checking client comfort during the plaiting and twisting process (K22)

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 (K7)
 - c Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K8)
 - d Methods of cleaning, disinfecting and/or sterilisation used in salons (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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
 - reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
 - reducing water usage and other resources
 - preventing pollution
 - using disposable items (easy dry towels)
 - using recycled, eco-friendly furniture
 - using low chemical paint
 - using organic and allergy free hair products
 - using ultra-low ammonia hair colourants
 - using environmentally friendly product packaging
 - choosing responsible domestic products (Fairtrade tea and coffee)
 - encouraging carbon reducing journeys to work
-

Learning outcome

The learner will:

- 3 Understand the factors that influence plaiting and twisting services

Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services provided
 - a Your salon's expected service times for plaiting and twisting hair (K16)
 - b How different factors influence the choice and direction of plaited or twisted style (K17)
-

- 3.2 Describe ways of dealing with any influencing factors
 - 3.3 Explain the effects on the hair structure when plaiting and twisting hair
 - a The physical effects on the hair structure of plaiting and twisting (K29)
 - 3.4 Describe the potential consequences of excessive tension on the hair
 - a The potential consequences of excessive tension on the hair (K28)
-

Range

(AC3.1) **Factors:** The different factors that must be taken into consideration prior to and during plaiting and twisting and how these may impact on the service

- hair characteristics
 - hair classification
 - face and head shape
 - hair length
 - scalp condition
 - desired look
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Describe the tools, equipment and products available and their use
 - a The correct use and maintenance of equipment and tools (K6)
 - b Methods of securing the completed plaits and twists (K20)
 - c The types of products available for use with plaits and twists (K23)
 - d When and why you would use different types of products (K24)
 - 4.2 Outline the importance of using products cost effectively
 - a The importance of using products economically (K25)
 - 4.3 Explain the importance of following salon and manufacturers' instructions for products, tools and equipment
 - a The manufacturers' instructions relating to the use of the products (K26)
 - 4.4 Explain the different methods of creating and removing 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 (K18)
 - b The importance of sectioning hair accurately when plaiting and twisting (K19)
 - c How to handle the hair when plaiting and twisting to maintain a correct and even tension (K21)
 - d How to create different plaits and twist (K27)
 - e The removal requirements for plaits and twists (K30)
-

- 4.5 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
- a The importance of providing advice and recommendations on the products and services provided in the salon (K31)
-

Range

(AC4.5) **Advice and recommendations:** additional services
additional products

Unit 210

Plait and twist hair (CH6)

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 using plaiting and twisting techniques.
- 3 Your Assessor will observe your performance on **at least 3 occasions. Each occasion must be of a different look.**
- 4 From the range, you must show that you have:
 - used **2 out of 3** products
 - taken into account **all** the factors
 - created **3 out of the 5** types of plaits and twists
 - given **all** advice and recommendations.
- 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 211

Temporarily attach hair to enhance a style (CH7)

UAN:	M/506/9494
Unit level:	Level 2
Credit value:	3
GLH:	30
Unit aim:	This standard is about the skills required to attach and remove temporary pieces of hair to an existing style using pre-prepared and pre-packaged pieces of hair, which are designed to last up to 24 hours and from 24 hours to 6 weeks.
Relationship to NOS:	SKACH7
Endorsed by	Habia
Assessment type:	Portfolio and online test

Learning outcome

The learner will:

- 1 Be able to attach hair to enhance the style

Assessment criteria

The learner can:

- 1.1 Prepare for hair attachment 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 Prepare the added hair to meet the manufacturer's instructions, when required (P18)
 - e Prepare your client's hair in a way suitable for the technique to be used (P19)
- 1.2 Apply safe and hygienic methods of working throughout services
 - a Position your client to meet the needs of the service without causing them discomfort (P4)
 - 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 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) promote environmental and sustainable working practices
 - e Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements (P8)
 - f Dispose of waste materials (P10)
 - g Ask your client appropriate questions to establish any known contra-indications to the temporary hair attachment service (P12)
 - h Record your client's responses to questioning (P13)
 - i Identify any factors that may affect the service (P14)
 - j Conduct any relevant tests on your client's hair and skin following manufacturer's instructions and recognised industry procedures (P15)
 - k Report problems to the relevant person when contra-indications cause doubts as to the suitability of the service for the client (P16)
- 1.3 Consult with clients to confirm the desired look
- a Confirm with your client the look agreed at consultation prior to starting the service (P20)
 - b Check the comfort of your client at regular intervals throughout the service (P27)
 - c Give reassurance to your client, when necessary (P28)
- 1.4 Select suitable products, tools and equipment
- a Follow workplace and suppliers' or manufacturer's instructions for the safe use of equipment, materials and products (P9)
 - b Select and use added hair which is:
 - P17.1 Of a suitable texture
 - P17.2 Of a suitable colour
 - P17.3 Of a suitable length
 - P17.4 Of a suitable width
 - c pieces of hair (K24)
- 1.5 Carry out hair attachment and removal services
- a Complete the service within a commercially viable time (P11)
 - b Part the sections cleanly and evenly to meet the requirements of the temporary attachment systems to be used (P21)
 - c Section the hair in a way that will allow the added hair to lie in the direction required (P22)
 - d Secure any hair not being extended to keep each section clearly visible (P23)
 - e Ensure added hair is secure and the point of attachment is hidden (P24)
 - f Add hair in a way that takes into account the factors influencing the service and avoiding potential damage to the client's hair (P25)
 - g Maintain a suitable and even tension throughout the process (P26)

- h Adapt your cutting techniques to take account of factors which influence working on added hair (P29)
 - i Identify and report any problems occurring during the service to the relevant person (P30)
 - j Ensure, on completion, that the added hair is blended with the client's own hair in a way to achieve the style enhancement agreed with the client (P31)
 - k Remove pieces of hair following manufacturer's instructions (P32)
 - l Use the correct products to remove pieces of hair avoiding damage to your client's hair (P33)
 - m Use the correct tools, if required, minimising damage to your client's hair (P34)
 - n Leave your client's hair free of residue and product build up (P35)
 - o Leave your client's hair clean and prepared ready for the next service (P36)
- 1.6 Provide clients with advice and recommendations on the service(s) provided
- a Give your client advice and recommendations on the service provided (P37)

Range

(AC1.2) **Temporary attachment systems:** those designed to last up to 24 hours
those designed to last from 24 hours to 6 weeks

(AC1.2) **Factors:** hair characteristics
hair classification
test results
attachment method
direction and fall of the added hair
client's own hair length
quantity of added hair
head and face shape
finished look

(AC1.6) **Advice and recommendations:** how to maintain the attachment system
time interval between services
present and future products and services

Learning outcome

The learner will:

- 2 Know how health and safety polices and procedures affect hair attachment 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 how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury (K4)

- d the importance of personal hygiene and presentation in maintaining health and safety in your workplace (K15)
- 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 (K13)
- 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 the safety considerations which must be taken into account when using temporary attachment systems (K8)
 - c why it is important to position your tools, products and equipment for ease of use (K11)
 - d the different types of working methods that promote environmental and sustainable working practices (K14)
 - e the correct methods of waste disposal (K17)
- 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 temporary attachment systems (K5)
- 2.5 Explain the importance of questioning clients prior to and during services
 - a the importance of questioning clients to establish any contra-indications to services (K23)
- 2.6 State the importance of preventing cross-infection and cross-infestation
 - a why it is important to avoid cross-infection and infestation (K9)
 - b why it is important to keep your work area clean and well organised (K6)
 - c methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation (K10)
 - d methods of cleaning, disinfecting and sterilisation used in salons (K12)

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

(AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
-

- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
 - reducing water usage and other resources
 - preventing pollution
 - using disposable items (easy dry towels)
 - using recycled, eco friendly furniture
 - using low chemical paint
 - using organic and allergy free hair products
 - using ultra-low ammonia hair colourants
 - using environmentally friendly product packaging
 - choosing responsible domestic products (Fairtrade tea and coffee)
 - encouraging carbon reducing journeys to work
-

Learning outcome

The learner will:

- 3 Understand the factors that influence hair attachment services

Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence the services provided
- a your salon's expected service times for applying temporary attachment systems (K18)
 - b the factors that must be taken into consideration prior to attaching (K22)
 - c how contra-indications can affect or restrict the provision of the temporary attachment service (K25)
 - d the hair growth cycle and how this can impact on temporary attachment services (K28)
- 3.2 Explain the importance of testing hair and scalp prior to attaching hair
- a why it is important to record test results (K21)
- 3.3 Describe when and how tests are carried out
- a the types and purposes of tests (K19)
 - b the methods of and reasons for conducting pull tests (K26)
- 3.4 Explain how test results influence hair attachment services
- a the courses of action to take in the event of adverse reactions to tests and when to encourage the client to seek medical advice (K27)
- 3.5 Describe the potential consequences of excessive tension on the hair
- a the potential consequences of excessive tension on the hair (K29)
-

Range

(AC_{3.1}) **Factors:** The factors that must be taken into consideration prior to attaching pieces of hair

- hair characteristics
 - hair classification
 - test results
-

- attachment method
 - direction and fall of the added hair
 - client's own hair length
 - the quantity of added hair
 - head and face shape
 - finished look
-

Learning outcome

The learner will:

- 4 Understand the tools, equipment, products and techniques used to attach and remove added hair

Assessment criteria

The learner can:

- 4.1 Explain why it is important to prepare the hair prior to attaching hair
 - a how and why the client's hair should be prepared for the temporary attachment systems (K31)
 - b the importance of preparing and applying temporary hair attachment systems in accordance with manufacturers' instructions (K32)
 - 4.2 Describe the tools, equipment and products available and their use
 - a The correct use and maintenance of tools, products and equipment (K7)
 - b The types of products and tools used to apply and remove temporary hair attachment systems (K41)
 - 4.3 Explain 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 (K16)
 - b the importance of following manufacturers' instructions when carrying out tests (K20)
 - 4.4 Describe the different methods of attaching, maintaining and removing hair attachments
 - a methods of applying temporary hair attachment systems (K33)
 - b how the intended style can affect the choice and placement of temporary hair attachment systems (K34)
 - c the advantages and disadvantages of temporary hair attachment systems (K35)
 - d why it is important to maintain a correct and even tension when attaching hair (K37)
 - e how and when to remove temporary hair attachment systems in accordance with manufacturers' instructions (K40)
 - f how to maintain and remove the hair attachment system (K44)
 - 4.5 Describe how and when to adapt cutting techniques to suit the finished look
 - a how to carry out cutting techniques to blend the client's own hair and temporary hair attachment system to suit the finished look (K38)
 - b how to adapt cutting techniques to suit different types of temporary hair attachments such as artificial and human (K39)
-

- 4.6 Explain the importance of providing advice and recommendations to the client on the service(s) provided and products available
- a your salon's policy for referring clients to other professionals such as trichologist, general practitioner and the specialist services they can offer (K30)
 - b how to estimate the length of time the temporary hair attachment systems can take (K42)
 - c how to give effective advice and recommendations (K43)
 - d the importance of providing advice and recommendations on the products and services provided in the salon (K45)
 - e the types of anxieties commonly experienced by clients undergoing the application of temporary hair attachment systems (K36)
-

Range

(AC4.6) **Advice and recommendations:** additional services
additional products

Unit 211

Temporarily attach hair to enhance a style (CH7)

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 attaching hair to enhance a style.
- 3 Your Assessor will observe your performance on **at least 2 occasions, which must include a removal of attached hair.**
- 4 From the range, you must show that you have:
 - used **both** types of attachment systems
 - taken account of **all** the factors
 - given **all** advice and recommendations
- 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 212

Remove hair extensions (CHB8)

UAN:	Y/506/9375
Unit level:	Level 2
Credit value:	5
GLH:	48
Unit aim:	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.
Relationship to NOS:	SKACHB8
Endorsed by	Habia
Assessment type:	Portfolio and online 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)

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 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)

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 213

Fulfil salon reception duties (CHB13)

UAN:	R/506/9584
Unit level:	Level 2
Credit value:	6
GLH:	47
Unit aim:	This standard is about the important skills of welcoming and receiving people entering the salon, handling enquiries, making appointments, dealing with client payments and generally maintaining the reception area. Dealing with people in a polite manner whilst questioning them to find out what they require forms an important part of this standard.
Relationship to NOS:	SKACHB13
Endorsed by	Habia
Assessment type:	Portfolio and online test

Learning outcome

The learner will:

- 1 Be able to carry out salon reception duties

Assessment criteria

The learner can:

- 1.1 Maintain the reception area
 - a ensure the reception area is clean and tidy at all times (P1)
 - b maintain the agreed levels of reception stationery (P2)
 - c ensure that product displays have the right levels of stock at all times (P3)
- 1.2 Attend to clients and respond to enquiries
 - a Offer clients hospitality to meet your salon's client care policies (P4)
 - b Attend to people in a polite manner (P5)
 - c Identify the purpose of enquiries (P6)
 - d Confirm appointments informing the relevant person (P7)
 - e Refer enquiries which cannot be dealt with to the relevant person for action (P8)
 - f Record messages and pass them on to the relevant person at the right time (P9)
 - g Provide clear information (P10)

- h Give confidential information only to authorised people (P11)
 - i Balance the need to give attention to individuals whilst ensuring others are not left without attention (P12)
- 1.3 Carry out the booking of appointments for salon services
- a Deal with all requests for appointments (P13)
 - b Identify client requirements for the service requested (P14)
 - c Confirm the client has had relevant tests when scheduling appointments (P15)
 - d Arrange for the client to have relevant tests, when necessary, within the limits of your authority (P16)
 - e Schedule appointments in a way that satisfies the client, the stylist and ensures the most productive use of salon time (P17)
 - f Confirm the appointment details are acceptable to the client (P18)
 - g Record appointment details to meet your salon's requirements (P19)
- 1.4 Manage payments from clients
- a Calculate total charges for the client (P20)
 - b Inform clients of charges (P21)
 - c Visually inspect purchases for condition and quality as they are processed for payment (P22)
 - d Establish the client's method of payment and acknowledge receipt of payments (P23)
 - e Ensure accepted payments are correct (P24)
 - f Record information about the sale to meet your salon's requirements (P25)
 - g Gain authorisation for accepting non-cash payments when the value exceeds the limit you are able to accept (P26)
 - h Inform clients when authorisation cannot be obtained for non-cash payments (P27)
 - i Identify and resolve, where possible, any discrepancies in payments within the limits of your own authority (P28)
 - j Refer payment discrepancies which you cannot resolve to the relevant person for action (P29)
 - k Give the correct change and issue receipts when required by clients (P30)
 - i Follow cash point security procedures at all times (P31)
 - j Identify and report low levels of change in time to avoid shortages (P32)

Range

- (AC1.2) **People:** who have different needs and expectations
who have a complaint
- (AC1.2) **Enquiries:** in person
by telephone
electronically
- (AC1.3) **Appointments:** in person
by telephone
- (AC1.4) **Method of payment:** cash
non-cash payment

Learning outcome

The learner will:

- 2 Understand salon and legal requirements for carrying out salon reception duties

Assessment criteria

The learner can:

- 2.1 Outline salon procedures for reception duties
 - a your salon's procedures for:
 - (K1.1) maintaining the reception area
 - (K1.2) client care at reception
 - b what and how much reception stationery should be kept at your reception area (K4)
 - c your salon's procedures for:
 - (K11.1) maintaining confidentiality
 - (K11.2) taking messages
 - (K11.3) making and recording appointments
 - (K11.4) carrying out tests
 - (K11.5) dealing with suspected fraud
 - (K11.6) authorising non-cash payments when these are 'over limit'
 - (K11.7) personal safety
 - d the importance of checking that clients have had tests for specific services (K19)
 - e who to refer to with different types of enquiries (K17)
 - 2.2 Explain own responsibilities for 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
 - (K12.4) dealing with payments and discrepancies
 - c the person in your salon to whom you should refer reception problems (K18)
 - 2.3 Explain the importance of taking messages and the procedures for dealing with them
 - a the importance of taking messages and passing them on to the right person at the right time (K16)
 - 2.4 Outline the methods of communication and how to apply them effectively
 - 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)
 - 2.5 Explain the legal requirements of the Consumer Rights Act and the Data Protection Act/GDPR
 - a relevant rights, duties and responsibilities relating to the Consumer Rights Act and the Data Protection Act/GDPR (K20)
-

- b the consequences of breaking confidentiality (K21)
 - c the importance of checking and identifying any defects in retail products (K3)
-

Learning outcome

The learner will:

- 3 Know the operations of the salon

Assessment criteria

The learner can:

- 3.1 Explain the salon's procedures for maintaining the reception area and the care of clients
 - a how to balance giving the correct amount of attention to individual clients whilst maintaining a responsibility towards other clients in busy trading periods (K25)
 - 3.2 Identify the products available for sale and the salon's services, their duration and cost
 - a the services available and their duration and cost (K22)
 - b the products available for sale and their cost (K23)
 - 3.3 Explain how to book and confirm clients' appointments
 - a The importance of confirming and making appointments correctly (K13)
 - b The types of information required to make an appointment (K14)
 - c The common systems available for making appointments such as manual and electronic (K15)
 - 3.4 Identify current discounts and special offers available
 - a how to identify any current discounts and special offers such as 2-for-1 offers and vouchers (K24)
 - 3.5 Outline methods of calculating payments
 - a common methods of calculating payments including point of sale technology and physical calculations (K26)
 - 3.6 Explain how to handle payments securely
 - a how to keep cash and other payments safe and secure (K27)
 - b the types of payment that you are authorised to accept (K28)
 - c how to gain electronic authorisation for payment cards (K29)
 - 3.7 Describe how to resolve any payment discrepancies that may occur
 - a how to identify and deal with discrepancies:
 - (K30.1) counterfeit payments
 - (K30.2) invalid currency
 - (K30.3) suspected stolen cheques, credit cards and payment cards
 - (K30.4) invalid card
 - (K30.5) incorrect completion of cheque
 - (K30.6) payment disputes
 - b how to deal with customers offering suspect tender or suspect non-cash payments (K31)
 - c consequences of failure to handle payments correctly (K32)
-

Unit 213

Fulfil salon reception duties (CHB13)

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 fulfilling salon reception duties.
- 3 Your Assessor will observe these aspects of your performance on **at least 1 occasion**.
- 4 From the range statement, you must show that you have:
 - handled **1 of the 2** types of people
 - handled **2 of the 3** types of enquiries
 - handled **both** types of appointments
 - handled **both** the methods of payment
- 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 214

Cut men's hair using basic techniques (CB2)

UAN:	J/506/9775
Unit level:	Level 2
Credit value:	12
GLH:	111
Unit aim:	This standard is about the precision cutting skills involved in barbering to achieve a variety of looks and neckline finishes for men using club cutting, scissor over comb, clipper over comb, thinning and freehand techniques.
Relationship to NOS:	SKACB2
Endorsed by	habia
Assessment type:	Portfolio and online test

Learning outcome

The learner will:

- 1 Be able to cut hair using basic barbering techniques

Assessment criteria

The learner can:

- 1.1 Prepare for cutting services
 - a protect your client's clothing throughout the service (P2)
 - b prepare your client's hair prior to cutting (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 keep your client's skin free of excess hair cuttings throughout the service (P3)
 - c position your client to meet the needs of the service without causing them discomfort (P4)
 - d ensure your own posture and position whilst working minimises fatigue and the risk of injury (P5)
 - e keep your work area clean and tidy throughout the service (P6)

- f use working methods that:
 - (P7.1) minimise the risk of damage to tools and equipment
 - (P7.2) ensure the use of gloves when using razors
 - (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
 - (P7.7) promote environmental and sustainable working practices
 - g ensure your personal hygiene, protection and presentation meets accepted industry and organisational requirements (P8)
 - h follow workplace, suppliers' and or manufacturers' instructions for the safe use of equipment, materials and products (P9)
 - i dispose of waste materials and sharps (P10)
 - j change your own position and that of your client to help ensure the accuracy of the cut (P17)
- 1.3 Consult with clients to confirm the desired look
- a confirm with your client the look agreed during consultation prior to commencing the cut (P13)
 - b consult with your client during the cutting process to confirm the desired look (P22)
- 1.4 Select suitable products, tools and equipment
- 1.5 Carry out cutting services
- a complete the cutting service within a commercially viable time (P11)
 - b create and follow the cutting guideline(s) to achieve the required look (P14)
 - c use cutting techniques that suit your client's hair type and achieve the desired look (P15)
 - d adapt your cutting techniques to take account of factors likely to influence the service (P16)
 - e establish accurate distribution of weight balance and shape of the hair (P18)
 - f create neckline shapes taking account of the natural hairline (P19)
 - g achieve outlines that are accurate and remove unwanted hair outside the desired outline shape (P20)
 - h balance and shape sideburns to suit the hair style and to meet your client's requirements (P21)
 - i make a final visual check to ensure that the finished cut and outlines are accurate (P23)
 - j leave hair ready for the next part of the service or finish to meet your client's requirements (P24)
 - k confirm your client's satisfaction with the finished cut (P25)
- 1.6 Provide clients with advice and recommendations on the service(s) provided
- a Give your client advice and recommendations on the service provided (P26)

Range

(AC1.1) **Hair:** wet
dry

- (AC1.2) **Tools and equipment:** scissors
clippers
clipper attachments
trimmers
razors
 - (AC1.3) **Look:** uniform layer
square layer
graduation
flat top
with a fringe
with a parting
around the ear outline
over the ear
with a fade
eyebrow trim
 - (AC1.5) **Techniques:** club cutting
scissor over comb
clipper over comb
freehand
thinning
fading
 - (AC1.5) **Factors:** hair characteristics
hair classifications
head and face shape
presence of male pattern baldness
piercings
adverse skin conditions
 - (AC1.5) **Neckline shapes:** tapered
squared
full neck line
 - (AC1.5) **Outline shapes:** natural
created
tapered
 - (AC1.6) **Advice and recommendations:** how to maintain their look
time interval between services
future and present products and services
-

Learning outcome

The learner will:

- 2 Know how health and safety policies and procedures affect cutting 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 the 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, protection and presentation in maintaining health and safety in your workplace (K17)
-

- 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 (K16)
- 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 why it is important to use gloves when using a razor (K4)
 - c why it is important to protect clients from hair cuttings (K5)
 - d how the position of your client and yourself can affect the desired outcome, reduce fatigue and the risk of injury (K6)
 - e why it is important to position your cutting tools for ease of use (K8)
 - f the safety considerations which must be taken into account when cutting hair (K9)
 - g the different types of working methods that promote environmental and sustainable working practices (K10)
 - h the correct methods of waste disposal (K19)
- 2.4 Explain the importance of questioning the client prior to and during services
 - a the importance of confirming with your client the look agreed during consultation prior to commencing the cut (K25)
 - b the importance of consulting with clients throughout the cutting process (K43)
 - c the importance of confirming your client's satisfaction with the finished cut (K46)
- 2.5 State the importance of preventing cross-infection and cross-infestation
 - a why it is important to avoid cross-infection and cross-infestation (K11)
 - b why it is important to keep your work area clean and tidy (K13)
 - c methods of cleaning, disinfecting and sterilisation used in salons (K14)
 - d methods of working safely and hygienically which minimises the risk of cross-infection and cross-infestation (K15)

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

(AC2.3) **Environmental and sustainable working practices**: The different types of working methods that promote environmental and sustainable working practices

- reducing waste and managing waste (recycle, reuse, safe disposal)
-

- reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
 - reducing water usage and other resources
 - preventing pollution
 - using disposable items (easy dry towels)
 - using recycled, eco friendly furniture
 - using low chemical paint
 - using organic and allergy free hair products
 - using ultra-low ammonia hair colourants
 - using environmentally friendly product packaging
 - choosing responsible domestic products (Fairtrade tea and coffee)
 - encouraging carbon reducing journeys to work
-

Learning outcome

The learner will:

- 3 Understand the factors that influence cutting services

Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence services
- a your salon's expected service times for different cutting looks (K20)
 - b the factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service (K32)
 - c the factors which should be considered when cutting wet hair and dry hair (K35)
- 3.2 Describe ways of dealing with any influencing factors
- 3.3 State the average rate of hair growth
- a the average rate of hair growth (K47)
- 3.4 Explain known causes and typical patterns of male pattern baldness
- a the known causes and typical patterns of male pattern baldness (K48)
-

Range

(AC_{3.1}) **Factors:** The different factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service

- hair classifications
- hair characteristics
- head and face shape
- hair growth patterns

(AC_{3.1}) **Looks:** How to create and follow a guideline for different cutting looks

- uniform layer
 - square layer
 - graduation
 - flat top
 - with a fringe
 - with a parting
 - around the ear outline
-

- over the ear
 - with a fade
 - eyebrow trim
-

Learning outcome

The learner will:

- 4 Understand the tools, equipment, and products used in basic barbering techniques

Assessment criteria

The learner can:

- 4.1 Explain why it is important to prepare the hair prior to cutting
 - a how to prepare your client's hair prior to cutting (K21)
 - b why hair products should be removed from the hair prior to cutting (K22)
 - c the importance of correctly combing out the hair prior to cutting (K23)
 - 4.2 Identify the tools, equipment and products available and the effects they achieve
 - a the correct use and maintenance of cutting tools (K7)
 - b which tools can be used on either wet or dry hair or both (K24)
 - c suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow (K18)
 - d the types of clippers, clipper blades and attachments available and the effects that these achieve (K33)
 - 4.3 Explain the importance of applying correct techniques during services
 - a the reasons for establishing and following guidelines (K26)
 - b how to create and follow guidelines for different cutting looks (K27)
 - c how and when to use different cutting techniques and the effects achieved (K28)
 - d the importance of considering weight distribution and working with the natural growth patterns of the hair (K29)
 - e how different cutting angles will impact on weight distribution, balance and the degree of graduation (K30)
 - f the importance of applying the correct degree of tension to the hair when cutting (K31)
 - g how to safely carry out an eyebrow trim (K34)
 - h the importance of changing your own position and that of your client to help you ensure the accuracy of the cut (K36)
 - i the importance of keeping the hair damp when wet cutting (K37)
 - j the importance of establishing accurate distribution of weight, balance and shape by regularly crosschecking the cut (K38)
 - k how to create different neckline and outline shapes (K39)
 - l the importance of cutting to the natural neckline in barbering (K40)
 - m how to achieve outlines that are accurate and remove unwanted hair outside the desired outline shape (K41)
 - n the importance of balance and shape sideburns to suit the hair style and to meet your client's requirements (K42)
-

- o the visual checks required to ensure the finished cut and outlines are accurate (K44)
 - p the importance of leaving hair ready for the next part of the service or finish to meet your client's requirements (K45)
- 4.4 State the importance of using products cost effectively
- a the different types of working methods that promote environmental and sustainable working practices (K10)
- 4.5 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available
- a the importance of providing advice and recommendations on the products and services provided in the salon (K49)
-

Range

(AC4.3) **Techniques:** How and when to use different cutting techniques and the effects achieved

- club cutting
- scissor over comb
- clipper over comb
- freehand
- thinning
- fading

(AC4.5) **Advice and recommendations:** additional services
additional products

Unit 214

Cut men's hair using basic techniques (CB2)

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 cutting hair using barbering techniques.
3. Your Assessor will observe your performance on **at least 6 occasions**.
4. From the range, you must show that you have:
 - used **all** the tools and equipment
 - cut **both** wet and dry hair
 - taken into account **all** the factors
 - cut **6 of the 10** looks
 - used **all** the techniques
 - create **all** the neckline shapes
 - achieved **all** the outline shapes
 - given **all** the advice and recommendations.
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.

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 personal and professional ethics
- 10 the ability to self manage
- 11 creativity skills
- 12 good verbal and non-verbal communication skills
- 13 the maintenance of effective, hygienic and safe working methods
- 14 adherence to workplace, suppliers or manufacturers' instructions for the safe use of equipment, materials and products

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 in a way that makes them feel valued and respected
- 4 identifying and confirming the client's expectations
- 5 treating the client courteously and helpfully at all times
- 6 keeping the client informed and reassured
- 7 adapting the behaviour to respond effectively to different client behaviour
- 8 responding promptly to a client seeking assistance
- 9 selecting the most appropriate way of communicating with the client
- 10 checking with the client that you have fully understood their expectations
- 11 responding promptly and positively to the client's questions and comments
- 12 allowing the client time to consider the response and give further explanation when appropriate
- 13 quickly locating information that will help the client
- 14 giving the client the information they need about the services or products offered by the salon
- 15 recognising information that the client might find complicated and checking whether they fully understand
- 16 explaining clearly to the clients any reasons why their needs or expectations cannot be met

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** 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.

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.

Useful contacts

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

City & Guilds

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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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