

# Diploma in Management and Practice and Advanced Techniques In the Hair and Beauty Sector at SCFQ Level 7 (6909-07)

September 2019 Version 1.0

Qualification Handbook

## Qualification at a glance

<b>Subject area</b>	Hair and Beauty
<b>City &amp; Guilds number</b>	6909-07
<b>Age group approved</b>	18+
<b>Entry requirements</b>	None
<b>Assessment</b>	Assignment
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>
Diploma in Management and Practice and Advanced Techniques In the Hair and Beauty Sector at SCFQ Level 7	6909-07

# Contents

<b>Qualification at a glance</b>	<b>2</b>
<b>Contents</b>	<b>3</b>
<b>1 Introduction</b>	<b>5</b>
Structure	6
Total Qualification Time	7
<b>2 Centre requirements</b>	<b>8</b>
Approval	8
Resource requirements	8
Learner entry requirements	11
Quality assurance	11
External quality assurance	11
Registration and certification	12
<b>3 Delivering the qualification</b>	<b>13</b>
Initial assessment and induction	13
Support materials	13
<b>4 Assessment</b>	<b>14</b>
Summary of assessment methods	14
<b>4 Course design and delivery</b>	<b>15</b>
Recommended delivery strategies	15
Health and safety	15
Data protection and confidentiality	15
Equal opportunities	15
Access to assessment	15
Appeals	15
<b>5 Units</b>	<b>17</b>
Structure of units	17
<b>Unit 601 Studio photography</b>	<b>18</b>
<b>Unit 602 Research in the hair and beauty sector</b>	<b>23</b>
<b>Unit 603 Marketing in the hair and beauty sector</b>	<b>26</b>
<b>Unit 604 Human resource management within the hair and beauty sector</b>	<b>29</b>
<b>Unit 605 Manage the creation of a hair style collection</b>	<b>32</b>
<b>Unit 606 Principles of studio photography</b>	<b>36</b>
<b>Unit 701 Quality management of client care in the hair and beauty sector</b>	<b>40</b>

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Unit 702	Chemistry of hair and beauty products	44
Unit 703	Hair colour correction	49
Unit 704	Sales management in the hair and beauty sector	54
Unit 705	Public relations (PR) in the hair and beauty sector	58
Unit 706	Management of health, safety and security in the salon	61
Unit 801	Salon management	64
Unit 802	Hair and scalp specialist services	68
Appendix 1	<b>Sources of general information</b>	<b>76</b>

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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is designed for experienced hair and beauty professionals and is suitable for learners aged 18+ only.
What does the qualification cover?	<p>This qualification is ideal for experienced and qualified hair and beauty professionals who work unsupervised, possibly in a supervisory or managerial role, and have a high level of relevant knowledge and skills.</p> <p>This comprises mandatory and optional units, including:</p> <ul style="list-style-type: none"><li>• Quality management of client care in the hair and beauty sector</li><li>• Chemistry of hair products</li><li>• Managing the creation of hair-style collections</li><li>• Hair and scalp specialist services</li><li>• Studio photography</li><li>• Research in the hair and beauty sector</li><li>• Marketing in the hair and beauty sector</li></ul>
What opportunities for progression are there?	<p>They allow candidates to progress into employment or to the following City &amp; Guilds qualifications:</p> <ul style="list-style-type: none"><li>• ILM Level 4/5 qualification in Management</li></ul>

## Structure

To achieve the **Diploma in Management and Practice and Advanced Techniques In the Hair and Beauty Sector at SCFQ Level 7** learners must achieve a minimum of 84 credits

- 12 credits from the mandatory unit 701  
**plus**
- a minimum of 22 credits from optional group A (of which a minimum of 12 credits must come from Level 7 units or above)  
**and**
- a minimum of 50 credits from optional group B (of which a minimum of 36 credits must come from Level 7 units or above).

### Diploma in Management and Practice and Advanced Techniques In the Hair and Beauty Sector at SCFQ Level 7

City & Guilds unit number	Unit title	Unit level	Credit value	GLH
<b>Mandatory (must be completed)</b>				
701	Quality management of client care in the hair and beauty sector	SCQF level 7	12	44
<b>Optional group A – minimum of 22 credits required (of which a minimum of 12 credits must come from Level 7 units or above)</b>				
601	Studio photography	SCQF level 6	10	70
605	Manage the creation of a hair style collection	SCQF level 6	10	72
606	Principles of studio photography	SCQF level 6	8	60
703	Hair colour correction	SCQF level 7	12	112
802	Hair and scalp specialist services	SCQF level 8	9	72
<b>Optional group B – minimum of 50 credits required (of which a minimum of 36 credits must come from Level 7 units or above)</b>				
602	Research in the hair and beauty sector	SCQF level 6	7	44
603	Marketing in the hair and beauty sector	SCQF level 6	6	32
604	Human resource management within the hair and beauty sector	SCQF level 6	7	60

City & Guilds unit number	Unit title	Unit level	Credit value	GLH
702	Chemistry of hair and beauty products	SCQF level 7	14	75
704	Sales management in the hair and beauty sector	SCQF level 7	9	47
705	Public relations in the hair and beauty sector	SCQF level 7	10	42
706	Management of health, safety and security in the salon	SCQF level 7	8	44
801	Salon management	SCQF level 8	10	50

### Total Qualification Time

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

Title and level	GLH (min)	TQT (min)
Diploma in Management and Practice and Advanced Techniques In the Hair and Beauty Sector at SCFQ Level 7	500	840

## 2 Centre requirements

### Approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *City & Guilds Centre Manual* 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

#### Physical resources

Centres must have access to the range of services, professional products, tools, materials and equipment in the centre or workplace to ensure learners have the opportunity to cover all of the practical activities.

The equipment must meet industry standards and be capable of being used under normal working conditions.

For unit 702 access to standard laboratory facilities and equipment (as are generally found in establishments offering Science subjects to A Level) and support of a laboratory technician are required.

#### Use of simulation

Simulation is not allowed for any units within this qualification.

#### Realistic learning environment requirements (RLE)

All City & Guilds VRQs must be assessed in facilities that meet acceptable, current industry standards for the specific qualification area. Example resource lists for each qualification area are being developed.

Centres must ensure that access to the range of services or treatments and required professional products, tools, materials and equipment is maintained in the centre and / or workplace to meet the qualification needs and enable candidates' to cover all of the required practical activities.

The learning and assessment setting should incorporate a real or simulated but realistic learning environment. These facilities must provide candidates with experience of working in and under realistic commercial conditions during assessment.

The learning environment must meet any bye-laws, legislation or legal authority requirements that would affect a similar commercial establishment as well as meeting the requirements of a vocational education establishment.

For the purpose of City & Guilds VRQs clients are defined as people seeking the service or treatment being assessed, which can include friends, peers, models and family members. There is no requirement for these clients to pay.

A suitable, controlled area for testing must be provided and arrangements must be made for the secure storage of assessment materials and records. Acceptable facilities for Evolve online testing must be maintained where the VRQ requires online testing of knowledge and understanding.



## Centre staffing

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

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

It is important that centre staff involved in the delivery have appropriate knowledge and skills to ensure provision of SCQF level 7 qualifications. It is a requirement that centre staff have one or more of the following:

- Level 4/5/6/7 qualification eg Degree/HNC or HND/HPD or MPD/NVQ, in an appropriate subject, together with current, sufficient, valid and up to date relevant sector experience

or

- Level 3 qualification in an appropriate subject with current, sufficient, valid and up to date relevant sector experience at managerial/senior level

or

- current, sufficient, valid and up to date experience in the relevant sector at a managerial/senior level which could include recognised professional practice at a high level eg running a sector-related business or consultancy

and

- A CertEd/equivalent teaching qualification and/or 2 years teaching/training experience.

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

Internal quality assurers (IQAs – previously called IVs) and assessors must have verifiable and relevant current industry experience and competence of the occupational working area at or above the level being assessed, and evidence of the quality of occupational experience to ensure the credibility of the assessment judgements. Newly qualified hairdressers, barbers, therapists, make-up artists and nail technicians must have gained significant post qualification commercial experience before commencing these roles. For the avoidance of doubt, those who have no occupational experience cannot assess these VRQs. Appropriate evidence will include CVs, References, Qualification Certificates, CPD records, Product Evidence, Video Evidence. This list is not exhaustive and other relevant methods may be considered. Please contact your Qualification Consultant for guidance.

- i. Staff must only assess or quality assure in their acknowledged area of occupational competence.
- ii. Staff must participate in relevant training activities for their continued professional development (see CPD requirements).

Assessors and quality assurers of VRQs must be competent and experienced in making accurate assessment decisions; it is therefore highly recommended that the assessor and quality assurance qualification have been obtained or that they are being worked towards. It is highly recommended that new VRQ assessors work towards or hold either the Learning and Development unit A1 or the relevant TAQA unit.

## Continuous professional development (CPD) in VRQs

For City & Guilds VRQs centre staff must continue to meet the requirements for occupational expertise for the specific qualification(s) they assess or quality assure.

Assessors and quality assurers must be able to demonstrate how they keep their technical skills and knowledge up-to-date and to the occupational level in which they are assessing and/or quality assuring

Continuing Professional Development (CPD) must take place throughout the careers of assessors and quality assurers

This **must** include the completion of a minimum number of **30** hours CPD in each twelve-month period using activities approved for CPD which do not have to be consecutive. (see below).

The CPD requirement must be carried out on **one or a combination of** the types of activities listed below. **No activity will carry a 'double hours' allowance.**

- 'hands on' delivery of relevant services/treatments to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- undertaking technical training that develops new and/or updates existing skills and/or knowledge levels
- further relevant qualifications.

The following activities **will not** count towards CPD:

- reading the trade press and books
- listening to tapes and watching DVDs.

Individuals must provide relevant and suitable evidence that CPD has taken place within each 12-month period to be measured from 1 September - 31 August.

### Calculating CPD hours

- CPD for existing assessors and quality assurers is measured within each 12-month period, taken from 1 September – 31 August each year.
- CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.
- Assessors and quality assurers who take leave from assessment or quality assurance duties during any twelve month period will be able to collect CPD pro rata.
- The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37 hour week. **However, a minimum of 5 hours CPD in any twelve-month period must be carried out by all part time assessors and quality assurers.**  
**For example**, an assessor contracted for 7 hours/week:  $7 \div 37 \times 100 =$  approx. 20% of a full time assessor.  $20\% \times 30$  hours = 6 hours CPD in any 12-month period.

- e) A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.
- f) If you are an assessor **and** quality assurer, you only have to do the minimum of 30 hours CPD, **not** 60 hours.

## Learner entry requirements

Candidates must have one of the following qualifications:

- Level 3 S/NVQ or VRQs in Hairdressing or Beauty Therapy or equivalent
- Level 3 Modern/Advanced Apprenticeship in Hairdressing or Beauty Therapy
- Level of expertise commensurate with a Level 3 in the National Qualifications
- Framework which has been acquired through work experience and can be demonstrated through the APL procedure and/or appropriate certification.

All candidates should also be in work or have access to work experience to complete this qualification.

## Quality assurance

### Internal 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.

Full details and guidance on the internal and external quality assurance requirements and procedures are provided in Centre Manual - Supporting Customer Excellence. This document also explains the tasks, activities and responsibilities of quality assurance staff.

### External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that there is validity, reliability and good practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up to date, to facilitate standardisation between verifiers and to share good practice.

### External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- visit centres regularly to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and City & Guilds.

External quality assurance for the qualifications will be provided by the usual City & Guilds quality assurance process.

Further details of the role of external verifiers are given in *Centre Manual - Supporting Customer Excellence*.

## Registration and certification

Full details of City & Guilds' administrative procedures for this qualification is provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration
- enrolment numbers
- fees
- entry for examinations
- certification.

These details are also available on Walled Garden.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, which are specified on the Walled Garden.

## 3 Delivering the qualification

### Initial assessment and induction

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

- if the candidate 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 candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Centre toolkit*.

### Support materials

The following resources are available for this qualification:

Description	How to access
Qualification handbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 4 Assessment

### Summary of assessment methods

For each mandatory and optional unit chosen candidates must complete an assignment. These can be found on the City & Guilds website. The assignments will cover:

- practical tasks, and
- knowledge and understanding task(s).

For further in depth information on assessments please refer to the assessment pack which can be found on the City & Guilds website.

### Service / Treatment times in VRQs

Service times in VRQs are not generally specified; however the overall 'preparation for work' objective of City & Guilds VRQs requires that all practical assessments, unless specifically stated should be completed within commercially acceptable times relevant to the level of qualification involved.

The relevant N/SVQ maximum service times may be used as a guide, although these should not be applied strictly. Assessors should use their professional discretion, particularly for situations where client factors would require additional time in normal commercial practice.

To ensure consistency across assessors centres should develop agreed maximum service times for use within their centre.

### Glossary of terms & Guidance notes:

*Technical training* - external and internal workshops and training sessions can be used..

*Commercial salon* - this is defined as a salon where the majority of stylists/therapists are already qualified and the main function of the salon is **not** training and assessment. If a training salon in a centre is closed and reopened as a commercial salon e.g. during holiday periods, then this is an acceptable location for CPD to be undertaken

*Qualification work* - the aim of this option is to encourage assessors and quality assurers to gain new knowledge and skills. Work undertaken for this option must lead to a formally assessed and accredited qualification

30 hours can be claimed on the achievement of any technical unit qualification in any one CPD year.

## 4 Course design and delivery

### Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme. Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications.

### Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment (for example, practical assessment, assignment) the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have failed the assessment. Candidates may retake the assessment at a later date, at the discretion of the centre. In any cases of doubt, guidance should be sought from the external verifier.

### Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual - Supporting Customer Excellence*.

### Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Centre Manual - Supporting Customer Excellence*). The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed. The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Centre Manual - Supporting Customer Excellence* and is also available from the City & Guilds Customer Relations department.

### Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access to assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

### Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Centre Manual - Supporting Customer Excellence*. There is also appeals information for centres and learners on the City & Guilds website or available from the Customer Relations department.



## 5 Units

The qualification is comprised of a number of **units**. A **unit** describes what is expected of a candidate 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.

**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.

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- SCQF level
- credit value
- unit aim
- statement of guided learning hours
- assessment and grading
- learning outcomes which are comprised of a number of practical and/or knowledge-based assessment criteria.

**Level:** SCQF 6

**Credit value:** 10

## Unit aim

The aim of this unit is to provide the learner with the knowledge and skills to coordinate studio photography.

The skills developed by the learner include technical, visual and interpersonal. The learner will develop technical skills required for preparing and coordinating studio photography.

The knowledge acquired by the learner will enable them to understand how photographic studio work is coordinated and undertaken.

## Learning outcomes

There are **two** outcomes to this unit. The candidate will:

1. be able to prepare and use studio equipment effectively
2. be able to manage the imaging process to achieve predetermined results.

## Guided learning hours

It is recommended that **70** guided learning hours should be allocated for this unit. This may be on a full time or part time basis.

## Assessment

This unit will be assessed by:

- assignment, which will be graded Pass, Merit or Distinction.

## Unit 601

## Studio photography

### Outcome 1

### Prepare and use studio equipment effectively

#### Practical skills

The learner can:

1. **monitor and maintain the studio environment**
2. **prepare for studio photography**
3. **undertake a risk assessment**
4. **coordinate the selection, set up, handling, dismantling and storage of studio equipment**
5. **use a range of studio equipment safely**
6. **work effectively with others.**

#### Underpinning knowledge

The learner can:

1. **describe the main health and safety hazards and risks when preparing for and managing photography**
2. **describe** how the studio environment should be monitored and maintained
3. **describe the roles and relationships of the main personnel involved in the preparation and management of a studio shoot**
4. **describe the steps in the preparation and management of studio photography**
5. **describe how to select, handle and store studio equipment safely**
6. **explain** how to carry out a risk assessment
7. **outline** basic set construction principles
8. **outline the principles of lighting and lighting balance**
9. **describe how to work effectively with others.**

#### Range

##### Studio equipment

Cameras, camera accessories, storage media, card readers, computers, lighting, lighting accessories, studio accessories, studio stands/tripods, background systems, exposure meters, security of equipment and environment.

#### Work effectively

Communicate with and instruct personnel, oversee the care of staff, minors, clients and visitors.

#### Hazards and risks

Slips, trips, spillages, manual handling, faulty electrical equipment, working at heights, airborne hazards, fire emergencies, working with liquids and electricity, obstruction to access and egress, working with lights, noise, equipment.

#### How the studio environment should be monitored and maintained

Security of equipment and environment, safe and secure storage and retrieval of equipment and materials, health and safety in the workplace (temperature, ventilation, physical hazards, cleanliness, tidiness). Specialised maintenance, repairs, instruct and monitor the first line maintenance.

### **Main personnel**

Lead photographer, senior assistant photographer, designer, client, art director, model, stylist, set builder, specialist support staff.

### **Preparation and management**

Assessment of concepts/self initiated ideas/client briefs, assessment of facilities, monitor the provision and preparation of studio space, provision and checking of equipment and materials, provision of facilities for involved personnel.

### **How to carry out a risk assessment**

Published procedures relating to controlling risks

Step 1 - Look for and identify the hazards

Step 2 - Decide who might be harmed and how

Step 3 - Evaluate the risks and decide whether the existing precautions are appropriate, reasonable and practicable or should more be done

Step 4 - Record your findings and implement them

Step 5 - Review your assessment and revise if necessary.

### **Basic set construction principles**

Construction of small and large sets.

### **Principles of lighting and lighting balance**

Photographic studio lighting quality, colour temperature, use of gels/filters, light shapers, lighting balance to control image contrast, camera exposure, brief.

## Unit 601

## Studio photography

### Outcome 2

Manage the imaging process to achieve predetermined results

#### Practical skills

The learner can:

1. **coordinate the efficient preparation and application of materials, equipment and processes**
2. **capture and quality check images**
3. **coordinate the safe and secure handling, processing and storage of captured images**
4. **complete relevant documentation.**

#### Underpinning knowledge

The learner can:

1. **describe** materials, equipment and processes
2. **explain** how to capture images
3. **describe how to quality check the captured image**
4. **outline the role of external image processors**
5. **explain how to document and store finished images securely**
6. **explain the process of storing images safely and securely**
7. **describe the legal and ethical considerations**
8. **outline the documentation associated with studio photography.**

#### Range

##### Materials, equipment and processes

Silver-based materials and processing, digital capture materials (storage media, card readers, image-processing programmes, hardware, software).

#### Quality check

Suitability of images against brief/client requirements.

#### Documentation

Image/file cataloguing, model release forms, copyright assignment forms, delivery notes, receipts.

#### How to capture images

Techniques, camera settings, exposure measurement, latitude, image quality, using histograms effectively.

#### External image processors

Processing laboratories, digital bureaux, methods of instruction and terminology.

#### Legal and ethical considerations

Freedom to photograph, privacy, copyright ownership and assignation, image ownership, model release, photography of minors, use of picture libraries, obscenity, insurance, confidentiality.

Level: SCQF 6

Credit value: 7

### Unit aims

This unit is about the knowledge, understanding and skills required to carry out a research investigation related to the hair and beauty sector.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to plan a research investigation concerning the hair and beauty sector
2. be able to carry out research relating to the hair and beauty sector<sup>1</sup>.

### Guided learning hours

It is recommended that **44** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.

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<sup>1</sup> Harvard referencing needs to be used when carrying out research.

## Unit 602                      Research in the hair and beauty sector

Outcome 1      Be able to plan a research investigation concerning the hair and beauty sector

### Practical skills

The learner can:

1. identify the focus and type of research investigation proposed
2. plan the research investigation to include research objectives and stages of development
3. identify research **sources**.

### Underpinning knowledge

The learner can:

1. describe different research methodologies involved in the investigation
2. explain the **principles of planning** a research investigation.

### Range

#### Sources

Primary and secondary sources, trade publications, journals, textbooks, expert view, exhibitions, consumer press, competitors, customer surveys, internet, questionnaires, focus groups, interviews, canvassing, phone.

### Principles of planning

APIC, SWOT.



## Unit 602                      Research in the hair and beauty sector

Outcome 2      Be able to carry out research relating to the hair and beauty sector

### Practical skills

The learner can:

1. carry out research to collect data according to the investigation plan
2. obtain information from different **sources**
3. process the **data** collected
4. evaluate data and research collected
5. present the results from the research collected.

### Underpinning knowledge

The learner can:

1. explain how to carry out research to gather data for the investigation plan
2. explain ways of obtaining information from different **sources**
3. explain how to use and process data
4. describe methods of evaluating data and research collected
5. explain the importance of including a bibliography when presenting research findings.

### Range

#### Sources

Primary and secondary sources, trade publications, journals, textbooks, expert view, exhibitions, consumer press, competitors, customer surveys, internet, questionnaires, focus groups, interviews, canvassing, phone.

#### Data

Quantitative – graphs, charts, tables

Qualitative – interviews, scripts, reports.

Level: SCQF 3

Credit value: 6

### Unit aims

This unit is about the knowledge, understanding and skills required for carrying out market research in the hair and beauty sector and promoting a hair or beauty product, treatment or service.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to carry out market research in the hair and beauty sector
2. be able to promote hair and beauty products, services and treatments.

### Guided learning hours

It is recommended that **32** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.

## Unit 603

## Marketing in the hair and beauty sector

Outcome 1 Be able to carry out market research in the hair and beauty sector

### Practical skills

The learner can:

1. carry out **market research** in the hair and beauty sector
2. analyse data collected from **market research** carried out in the hair and beauty sector
3. produce a **marketing plan** to promote and enhance a business in the hair and beauty sector.

### Underpinning knowledge

The learner can:

1. describe the principles of marketing
2. describe how to **carry out market research**
3. explain the importance of analysing data collected from **market research**
4. explain the importance of producing a marketing plan that will promote and enhance the business.

### Range

#### Market research

Qualitative and quantitative, sample size for customers, competitors and suppliers.

#### Marketing plan

SWOT, PESTLE, ANSOFF, internal and external, APIC.

#### Carry out market research

Face-to-face, surveys, focus groups, interviews, canvassing, questionnaires, telephone, sample size, aims and objectives.

## Unit 603 Marketing in the hair and beauty sector

Outcome 2 Be able to promote hair and beauty products, services and treatments

### Practical skills

The learner can:

1. promote a hair and beauty product, service and/or treatment based on a marketing plan
2. communicate effectively when promoting a hair and beauty product, service and/or treatment
3. evaluate the effectiveness of the promotional activity and marketing plan.

### Underpinning knowledge

The learner can:

1. explain the important role of advertising and PR in promoting a hair and beauty product, service and/or treatment
2. describe the different **promotional methods and activities**
3. explain the importance of effective communication when promoting a hair and beauty product, service and/or treatment
4. explain the importance of evaluating the effectiveness of promotional methods and activities and marketing plan.

### Range

#### Promotional methods and activities

Social networking, networking events, like minded organisations ie Chamber of Commerce, professional organisations, trade events, radio, press, local, regional, national.

## Unit 604

## Human resource management within the hair and beauty sector

Level: SCQF 6

Credit value: 7

### Unit aims

The aim of this unit is allow the learner to develop an understanding of human resources management in relation to the hair and beauty sector; covering relevant employment legislation, modes of employment and relevant legislation to these employment options, employment rights and responsibilities, recruitment methods, job description, contracts of employment, appraisal systems, Continual Professional Development (CPD) and training opportunities.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to research human resource management
2. be able to carry out a practical presentation.

### Guided learning hours

It is recommended that **60** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment.

## Unit 604 Human resource management within the hair and beauty sector

### Outcome 1 Be able to research Human Resource Management

#### Practical skills

The learner can:

1. research into Human Resource Management
2. use a variety of presentation methods including ICT
3. **communicate** and behave in a professional manner
4. follow **safe and hygienic working practices**.

#### Underpinning knowledge

The learner can:

1. describe the purpose of job descriptions
2. describe the purpose of contracts employment
3. state methods of **employment options**
4. explain relevant employment legislation, **rights and responsibilities**
5. identify a range of **ICT applications** that can be used in the hair and beauty sector
6. explain how to **communicate** in a professional manner.

#### Range

##### Communicate

Speaking, listening, body language, reading, following instructions, giving instructions, presentation.

##### Safe and hygienic working practices

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal and accessories.

##### Employment options

Self employment, full or part time, permanent or temporary.

##### Rights and responsibilities

Rights: contract of employment, minimum wage, safe working environment, training (CPD)

Responsibilities: work safely to meet salon and legal requirements.

##### ICT applications

Internet searches, word processing, spreadsheets, databases, presentations.

## Unit 604                      Human resource management within the hair and beauty sector

Outcome 2      Be able to carry out a practical presentation

### Practical skills

The learner can:

1. present a practical demonstration
2. evaluate the presentation.

### Underpinning knowledge

The learner can:

1. state the cost implications of staff
2. describe the **methodology of retaining staff**
3. describe the function of **industry associations**.

### Range

#### Methodology of retaining staff

Psychology of team behaviour, effective communication, motivation, conflict resolution, appraisals.

#### Industry associations

Advisory, Conciliation of Arbitration Services (ACAS), Hair and Beauty Industry (Habia), National Hairdressers Federation (NHF), Federation of Holistic Therapists (FHT), Guild of Holistic Therapists, Guild of Beauty Therapists, Guild of Nail Technicians, British International Spa Associations (BISA), Hairdressing Council, Guild of Hairdressers, Fellowship of British Hairdressing.

Level: SCQF 6

Credit value: 10

### Unit aims

This unit is about the knowledge and skills required to plan, research, develop and produce a hair style collection.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. be able to plan and research ideas to develop a theme for the style collection
2. be able to project costs for a style collection
3. be able to produce the final style collection.

### Guided learning hours

It is recommended that **72** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.

Independent assessment of practical skills and knowledge and understanding is required. This unit should be delivered in a realistic learning environment. The word 'client' can be related to friends and peers and does not need to be carried out on paying clients or within commercial timescales.



## Unit 605

## Manage the creation of a hair style collection

Outcome 1 Be able to plan and research ideas to develop a theme for the style collection

### Practical skills

The learner can:

1. identify opportunities for creating a style collection
2. research and evaluate **current style collections**
3. create and provide a detailed design plan for a theme to base the style collection upon
4. develop an **action plan** for the style collection
5. identify the role of others involved with the style collection
6. agree **design plan** with others involved in a manner which promotes good working relationships
7. arrange meetings and record minutes to keep others informed developments and progress.

### Underpinning knowledge

The learner can:

1. explain how to research and develop ideas for creating a style collection
2. describe ways of **presenting a style collection**
3. explain the importance of accurate planning, attention to detail and working to timescales
4. explain how the **venue** could affect design plans
5. describe how to remedy problems that may occur with the different opportunities for creating a style collection.

### Range

#### Current style collections

Including historical knowledge on trends.

#### Action plan

Including timeframe.

#### Design plan

Using brainstorming sessions, mood boards.

#### Presenting a style collection

Including how to present mood boards.

#### Venue

Venue, facilities and equipment.

## Unit 605

## Manage the creation of a hair style collection

### Outcome 2 Be able to project costs for a style collection

#### Practical skills

The learner can:

1. set a budget for the style collection
2. recognise the impact of the budget for the style collection on the overall budget for the business
3. quantify products, equipment, accessories and other resources that may have to be budgeted for
4. evaluate the end costs making reference to areas of over or under spending.

#### Underpinning knowledge

The learner can:

1. explain the potential commercial benefits of developing and creating style collection
2. outline how to set a budget.

## Unit 605

## Manage the creation of a hair style collection

Outcome 3 Be able to produce the final style collection

### Practical skills

The learner can:

1. manage the style collection production in line with the action plan
2. evaluate the success of the final style collection.

Level: SCQF 6

Credit value: 8

### Unit aims

The aim of this unit is to introduce the learner to studio photography.

The skills developed by the learner include technical, visual and interpersonal. These skills will include setting up, using, dismantling and storing equipment and materials.

The knowledge acquired by the learner will enable them to understand how photographic studio work is prepared, organised, carried out and concluded.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to prepare, set up, use, dismantle and store equipment safely
2. be able to contribute to the imaging process in order to achieve predetermined results.

### Guided learning hours

It is recommended that **60** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.

## Unit 606 Principles of studio photography

Outcome 1 Be able to prepare, set up, use, dismantle and store equipment safely

### Practical skills

The learner can:

1. maintain the studio environment
2. contribute to the **preparation and management** of studio photography
3. select, set up, prepare, handle and dismantle studio equipment safely
4. use a range of **studio equipment** safely
5. store studio equipment according to the studio procedures
6. **work effectively** with others.

### Underpinning knowledge

The learner can:

1. outline the main health and safety **hazards and risks** when preparing for and managing photography
2. describe **how the studio environment should be maintained**
3. outline the roles and relationships of the **main personnel** involved in the preparation and management of a studio shoot
4. outline the steps in the **preparation and management** of studio photography
5. outline **basic set construction principles**
6. describe how to select, handle and store studio equipment safely
7. outline the **principles of lighting and lighting balance**
8. describe how to **work effectively with others**.

### Range

#### Preparation and management

Assessment of concepts/self initiated ideas/client briefs, assessment of facilities, provision and preparation of studio space, provision and checking of equipment and materials, provision of facilities for involved personnel.

#### Studio equipment

Cameras, camera accessories, storage media, card readers, computers, lighting, lighting accessories, studio accessories, studio stands/tripods, background systems, exposure meters.

#### Work effectively

Communicate, co-operate and assist with personnel involved, contribute to care of: staff, minors, clients and visitors.

#### Hazards and risks

Slips, trips, spillages, manual handling, faulty electrical equipment, working at heights, airborne hazards, fire, emergencies, working with liquids and electricity, obstruction to access and egress, noise, working with lights, equipment.

### **How the studio environment should be maintained**

Safe and secure storage and retrieval of equipment and materials, health and safety in the workplace (temperature, ventilation, physical hazards, cleanliness, tidiness).

### **Main personnel**

Lead photographer, senior assistant photographer, designer, client, art director, model, stylist, set builder, specialist support staff

### **Basic set construction principles**

Construction of small and large sets.

### **Principles of lighting and lighting balance**

Photographic studio lighting quality, colour temperature, use of gels/filters, light shapers, lighting balance to control image contrast, camera exposure, brief.

## Unit 606 Principles of studio photography

Outcome 2 Be able to contribute to the imaging process in order to achieve predetermined results

### Practical skills

The learner can:

1. contribute to the efficient preparation and application of **materials, equipment and processes**
2. capture and assess images
3. handle, process and store captured images safely and securely
4. complete relevant **documentation**.

### Underpinning knowledge

The learner can:

1. identify **materials, equipment and processes**
2. describe how to **capture images**
3. describe how to assess the captured image
4. outline the role of **external image processors**
5. explain how to document and store finished images securely
6. identify the **documentation** associated with studio photography
7. outline **legal and ethical considerations**.

### Range

#### Materials, equipment and processes

Silver-based materials and processing, digital capture materials (storage media, card readers, image processing programmes, hardware, software).

#### Documentation

Delivery notes, receipts, model release forms.

#### Capture images

Techniques, camera settings, exposure measurement, latitude, image quality, using histograms effectively.

#### External image processors

Processing laboratories, digital bureaux, methods of instruction and terminology.

#### Legal and ethical considerations

Freedom to photograph, privacy, copyright ownership and assignation, image ownership, model release, photography of minors, use of picture libraries, obscenity, insurance, confidentiality.

## Unit 701

# Quality management of client care in the hair and beauty sector

Level: SCQF 7

Credit value: 12

### Unit aims

This unit is about the knowledge and skills required to effectively manage the quality of client care within the hair and beauty sector. It covers evaluate client care procedures, the use of client feedback and the analysis of this, implementation and monitoring of quality management procedures and the evaluation of these.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to review the overall client service experience as part of quality assurance
2. be able to implement and monitor procedures to improve the overall client service experience.

### Guided learning hours

It is recommended that **50** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.



## Unit 701

# Quality management of client care in the hair and beauty sector

Outcome 1 Be able to review the overall client service experience as part of quality assurance

### Practical skills

The learner can:

1. evaluate **client care procedures**, using **quality assurance** and **inspection processes**
2. conduct a **client satisfaction survey**
3. use client feedback and complaints to inform a review of the client service experience
4. draw conclusions from the client satisfaction survey and client complaints
5. analyse **client expectations**
6. analyse the impact of client satisfaction on the business.

### Underpinning knowledge

The learner can:

1. describe different **quality assurance** and **inspection processes** used within businesses in the hair and beauty sector
2. describe how to conduct a **client satisfaction survey**
3. explain the value of feedback and client complaints in reviewing the client service experience
4. explain the importance of meeting clients' expectations.

### Range

#### Client care procedures

Reception, consultation, carrying out of services/treatments, aftercare advice.

#### Quality assurance processes (PS1)

Professional working standards, CPD/training/action planning, qualifications, health and safety, Investors in People.

#### Inspection processes (PS1)

Compliance and legislation, policies and procedures, standardisation, client feedback, ISO 900, visual questioning, oral questioning.

#### Client satisfaction survey

Face-to-face, anonymous (written).

#### Client expectations

Global, cultural, standardisation, Equality Act.

#### Quality assurance processes (UPK1)

Professional working standards, CPD, CPD/training/action planning, qualifications, health and safety, Investors in People, ISO 900, Industry standards.

### **Inspection processes (UPK1)**

Compliance and legislation, policies and procedures, standardisation, client feedback, visual questioning, oral questioning

## Unit 701

## Quality management of client care in the hair and beauty sector

Outcome 2 Be able to implement and monitor procedures to improve the overall client service experience

### Practical skills

The learner can:

1. recommend approaches to, or ways of, improving the client service experience
2. engage staff in consultation necessary for effective implementation of a quality scheme
3. evaluate the effectiveness of newly implemented procedures
4. propose new systems or modifications to existing systems that could improve the client service experience.

### Underpinning knowledge

The learner can:

1. evaluate own quality management of client care
2. describe different approaches to quality management of client care within the hair and beauty sector
3. explain the importance of staff engagement to the success of newly implemented procedures
4. explain the importance of monitoring the effectiveness of newly implemented procedures
5. explain the factors necessary for 'continuous improvement'
6. explain how quality management can be **measured**.

### Range

#### Measured

Standardisation, client feedback, visual questioning, oral questioning.

Level: SCQF 7

Credit value: 14

### Unit aims

This unit is about the knowledge and understanding surrounding the chemistry of hair and beauty products. It covers the chemistry of active ingredients including their compounds and reaction processes, safe working practices when using active ingredients, the chemical properties of packaging materials and the properties and effects of ultra-violet radiation on hair and beauty products and packaging.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. understand the chemistry of active ingredients in hair and beauty products
2. understand the effects and safe use of active ingredients in hair and beauty products
3. understand the properties of packaging materials in relation to their structure
4. understand the properties and effects of ultra-violet radiation on hair and beauty products and their packaging materials.

### Guided learning hours

It is recommended that **75** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Resource requirements

Access to standard lab facilities and equipment (as are generally found in establishments offering Science subjects to A level) and support of laboratory technician is required for this unit.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.

## Unit 702

## Chemistry of hair and beauty products

### Outcome 1 Understand the chemistry of active ingredients in hair and beauty products

#### Underpinning knowledge

The learner can:

1. explain the differences between **chemical compounds** found in hair and beauty products
2. explain the **chemical reaction process** that occurs in ingredients found in hair and beauty products and their effects on the hair and scalp
3. describe the **active ingredients** found in different hair and beauty products
4. explain the effect of **functional groups** on the reactivity of molecules in products.

#### Range

##### Chemical compounds

Organic compounds (hydrocarbons, alcohols, fatty acids, emulsifiers eg soaps, esters, isopropyl esters, waxes, fats and oils, amines, aldehydes, ketones and ethers)

Inorganic compounds (oxides, acids, alkalis, salts)

##### Chemical reaction process

Emulsification, microencapsulation, solubility, neutralisation, oxidation, reduction, buffering, ionisation, chelation, polymerisation, electrostatic attractions,

##### Active ingredients

**Beauty:** UV screens, emollients, humectants, anti-oxidants, dihydroxyacetone, vitamins and derivatives, exfoliators, alpha hydroxy acids, astringents, detergents, essential oils, plant extracts, hydroquinone, diaphoretics, antimicrobials

**Hair:** paraphenylenediamine, paratoluenediamine, modifiers hydrogen peroxide, thioglycolic acid, ammonium hydroxide

**Nails:** Acrylic resins, acids, alkalis, nitrocellulose, acetates, phthalates, formaldehyde, isopropyl myristate, silicone

##### Functional groups

Hydroxyl, carboxyl, hydrophilic, hydrophobic, amine, aldehyde, ketone, ether.

## Unit 702 Chemistry of hair and beauty products

### Outcome 2 Understand the effects and safe use of active ingredients in hair and beauty products

#### Underpinning knowledge

The learner can:

1. explain the desired effects of **products** in relation to their chemical composition
2. explain how to follow safe working practices with regard to contra-indications presented by the client
3. explain how to follow **safe working practices** with regard to the storage, handling and application of hair and beauty products
4. identify the organisations responsible for monitoring the **safety, standardisation and Lethal Dose** (LD 50) testing of hair and beauty products
5. explain the **problems** associated with the use of oils as active ingredients.

#### Range

##### Products

**Hair:** Shampoo, conditioner, lightening products, relaxers, styling and finishing products, colour, temporary (keratin based) straightening products

##### Beauty:

**For the face** (cleansers, toners, moisturisers, exfoliants, masks, self tanning products, massage products, semi-permanent make-up products, epilation products, essential/carrier oils, foundation, powder, blusher, eyeshadow, eyeliner, lipstick, lip liner, corrective and camouflage make-up, lash/brow tints, hair lightening products, depilatory wax/sugar, false eyelash adhesive and solvent, eyelash perming solution)

**For the body** (cleansers, toners moisturisers, exfoliants, masks, body contour products, self-tanning products, massage products essential/carrier oils, hair lightening products, depilatory wax/sugar)

**For the nails** (nail enamel remover, cuticle oil or cream, cuticle remover, paste polish, nail enamel thinner, nail bleaches, nail strengtheners, hand/foot lotions and creams, exfoliants, nail enamels, nail enamel quick-drying products, nail tips, antiseptic soaps, acrylic products, gel products, wrap products, fibre glass products, paraffin wax)

#### Safe working practices

COSHH, Health and Safety at Work Act, manufacturer's instructions, Industry Standards

#### Safety, standardisation and Lethal Dose

EU -EC Cosmetics Directive 976/768/EEC0, UK - The Cosmetic Products (Safety) Regulations, Organisation for Economic Co-operation and Development Guidelines for Testing of Chemicals, Cosmetic Toiletry and Perfumery Association, Health and Safety Executive, Trading Standards

#### Problems

Comedogenic (block pores), allergies

## Unit 702 Chemistry of hair and beauty products

Outcome 3 Understand the properties of packaging materials in relation to their structure

### Underpinning knowledge

The learner can:

1. explain the **chemical properties** of **packaging materials** in relation to their chemical structure
2. explain the effects of tensile and compressive forces on metals, glasses, elastomers, thermoplastics, thermosets and ceramics, fibrous materials
3. explain the effects of shape and temperature on the properties of **packaging materials**.

### Range

#### Chemical properties

Malleability, ductility, density, melting point, opacity, elasticity, permeability, corrosion resistance, hardness.

#### Packaging materials

Metals, glasses, elastomers, thermoplastics, thermosets and ceramics, fibrous materials.

## Unit 702

## Chemistry of hair and beauty products

Outcome 4 Understand the properties and effects of ultra-violet radiation on hair and beauty products and their packaging materials

### Underpinning knowledge

The learner can:

1. explain the **properties** and **categories** of ultra-violet radiation
2. explain how ultra violet radiation can affect the **chemical composition** of hair and beauty products
3. explain how the exposure and transmission of ultra-violet radiation can affect **packaging materials** for hair and beauty products.

### Range

#### Categories

UVA, UVB, UVC.

### Properties

Frequency, wavelength, transmission, absorption, penetration, reflection

### Chemical composition

Decomposition, polymerisation, discolouration

### Packaging materials

Hardness, opacity, discolouration.



Level: SCQF 7

Credit value: 12

### Unit aims

The aim of this unit is about the advanced skills necessary to determine and correct more complex colouring problems. To achieve this unit the learner must be able to remove artificial colour, remove bands of colour, recolour lightened hair and recolour hair that has had artificial colour removed.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to prepare for colour correction services
2. be able to provide a colouring service.

### Guided learning hours

It is recommended that **112** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment

## Unit 703

## Hair colour correction

### Outcome 1

Be able to prepare for colour correction service

#### Practical skills

The learner can:

1. prepare themselves, the client and work area for colouring services
2. use suitable **consultation techniques** to identify service objectives
3. accurately identify hair colour **problems**
4. evaluate the potential of the hair to achieve the desired look by identifying influencing **factors**
5. outline hair colour correction **products** and **techniques** required for different hair colour **problems**
6. provide clear recommendations to the client based on **factors**.

#### Underpinning knowledge

The learner can:

1. describe the **factors** that need to be considered when correcting hair colour
2. describe the effects that colouring and lightening **products** have on the hair structure
3. explain how natural hair pigmentation affects colour selection
4. explain the reasons for **pre-lightening**
5. explain the importance of carrying out **tests** prior to, and during, the colouring process and recording the results
6. explain the principles of Colour Selection
7. explain how the international colour chart is used to select a colour
8. explain how to use pre-softening and pre-pigmenting during a colour correction service.
9. explain how to remove artificial colour
10. state what percentage and volume strength hydrogen peroxide means
11. explain how to select the correct strength hydrogen peroxide for correcting different hair colour **problems**
12. describe the different consultation **techniques** used to identify service objectives
13. describe the salon's requirement for client preparation, preparing themselves and the work area
14. explain the **safety considerations** that must be taken into account when colouring and lightening hair.

**Range****Consultation techniques**

Open and closed questions, use of visual aids.

**Problems**

Colour result, adverse reaction, seepage, hair deterioration, removing artificial colour, bands of colour, recolouring hair.

**Factors**

Skin tone, previous services, existing colour, lifestyle, hair condition, results of tests, client requirements, hair cut, strength of hydrogen peroxide, high density, high porosity, sequence of application, skin disorders, incompatible products.

**Products**

Quasi-permanent, semi permanent, permanent, lightener, toner, colour removers.

**Techniques**

Remove artificial colour, recolour hair, remove bands, correct highlight and lowlights.

**Pre-lightening**

Pre-lightener. Product that removes melanin and pheomelanin and does not deposit tone.

**Tests**

Skin, elasticity, porosity, incompatibility, test cutting, colour development strand test.

**Safety considerations**

Handling and maintaining equipment, checks before use, protection from infection and cross infection, decontamination, first aid procedures, risk of allergic reaction, PPE.

## Unit 703

## Hair colour correction

### Outcome 2

Be able to provide a colouring service

#### Practical knowledge

The learner can:

1. **communicate** and behave in a professional manner
2. select and use colour correction **techniques, products, tools and equipment** to colour the hair
3. prepare and apply the colour correction **products** to the hair to correct hair colour **problems**
4. position themselves and the client appropriately throughout the service
5. monitor the development of the colour correction accurately following manufacturer's instructions
6. remedy **problems** that may occur during the colour correction service
7. check that the colour is thoroughly removed from the hair and scalp without disturbing any areas still requiring development
8. apply a suitable conditioner or post colour treatment to the hair, following manufacturer's instructions
9. create a finished look that is to the satisfaction of the client
10. provide suitable **aftercare advice**
11. evaluate the effectiveness of colour correction
12. follow **safe and hygienic working practices**.

#### Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **tools and equipment**
2. explain the importance of accurate timing and monitoring of the colour correction process
3. explain the types and causes of **problems** which may occur during the colour correction process
4. describe how to remedy colour **problems** during colour correction processes
5. state the importance of restoring the hairs PH after colouring
6. describe the **aftercare advice** that should be provided
7. outline the **safe and hygienic working practices**
8. state how to **communicate** and behave within a salon environment.

#### Range

##### Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology.

##### Techniques

Remove artificial colour, recolour hair, remove bands, correct highlight and lowlights.

##### Products

Quasi-permanent, semi permanent, permanent, lightener, toner, colour removers.

**Tools and equipment**

Brush and bowl, colour packages, (foils/wraps), foil, applicator bottle, spatula, steamer, infra-red, drying equipment.

**Problems**

Colour result, adverse reaction, seepage, hair deterioration, removing artificial colour, bands of colour, recolouring hair.

**Aftercare advice**

How to maintain colour, suitable shampoo and conditioning products, future salon services, use of heated styling equipment, how lifestyle can affect the durability of colour.

**Safe and hygienic working practices**

Methods of sterilisation, disposal of contaminated waste, health and safety legislation, PPE, positioning of client and stylist, removal and accessories.

Level: SCQF 4

Credit value: 9

### Unit aims

This unit is about the knowledge and skills surrounding sales management in the hair and beauty sector particularly around evaluation.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to evaluate how to improve the selling skills of employees in the hair and beauty sector
2. be able to evaluate how to improve sales within businesses in the hair and beauty sector.

### Guided learning hours

It is recommended that **47** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.

## Unit 704

## Sales management in the hair and beauty sector

Outcome 1 Be able to evaluate how to improve the selling skills of employees in the hair and beauty sector

### Practical skills

The learner can:

1. **review** the **ability** to identify selling **situations and opportunities**
2. **review** the selection and use of sales and **communication techniques** as appropriate during a sales interaction
3. evaluate the use of different **sales and communication techniques**
4. evaluate the use of negotiation skills
5. evaluate the use of client care skills following a sale
6. suggest **techniques and strategies** to improve sales skills and performance.

### Underpinning knowledge

The learner can:

1. explain how to select the most appropriate sales techniques for the situation
2. explain the importance of having product/treatment knowledge when selling
3. analyse the importance of managing clients when selling
4. explain how negotiation skills can affect a sales interaction
5. explain the importance of providing client care following a sale
6. explain the **ethical and legal requirements** when selling.

### Range

#### Review

Observation, figures.

#### Ability

Staff ability.

#### Situations and opportunities

Website: client, non-client

Face-to-face: client, non-client.

#### Communication techniques

Website: client, non-client.

Face-to-face: client, non-client.

#### Sales and communication techniques

AIDA, face-to-face, non-verbal, body language, appropriate questioning and listening, consultation card.

Guidance – for the team member and client.

**Techniques and strategies**

Rewards structures, walk-ins, market research, pricing strategy training, target setting, appraisals, linking treatment and product benefits to client need, appropriate communication, listening skills.

**Ethical requirements**

Meet the client's needs, professional ethics.

**Legal requirements**

Equality Act, Sales of Good Act, Advertising Standards Authority, Trades Description Act, Consumer Rights Act.



## Unit 704

## Sales management in the hair and beauty sector

Outcome 2 Be able to evaluate how to improve sales within businesses in the hair and beauty sector

### Practical skills

The learner can:

1. investigate consumer behaviour and the **impact** this has on selling
2. conduct a competitor analysis
3. produce a sales forecast
4. produce sales targets based on the sales forecast
5. evaluate training methods used to improve selling
6. analyse the importance of knowing the target clients and their typical consumer behaviour
7. investigate ways to create **competitiveness within the business**
8. evaluate the use of sales forecasts.

### Underpinning knowledge

The learner can:

1. explain the importance of producing sales targets
2. explain how training methods can be used to improve sales.

### Range

#### Impact

Branding, trends, culture, lifestyle, celebrity influences, Black Box model, promotions, supplier campaigns.

### Competitiveness within the business

Team members competing with each other in regards to sales.

## Unit 705

## Public relations (PR) in the hair and beauty sector

Level: SCQF 7

Credit value: 10

### Unit aims

This unit is about PR in the hair and beauty sector including how to carry out PR activities and how to deal with PR crises.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to carry out PR activities in the hair and beauty sector
2. understand how to manage a PR crisis in hair and beauty sector.

### Guided learning hours

It is recommended that **42** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.

## Unit 705

## Public relations (PR) in the hair and beauty sector

Outcome 1 Be able to carry out PR activities in the hair and beauty sector

### Practical skills

The learner can:

1. conduct a PR campaign within the hair and beauty sector
2. investigate the roles and responsibilities of a PR officer
3. investigate the advantages and disadvantages of different **PR activities**
4. investigate current trends in PR.

### Underpinning knowledge

The learner can:

1. evaluate how PR objectives can benefit a business
2. evaluate the difference between marketing and PR, and advertising and PR
3. evaluate **PR tools** and the PR campaign process.

### Range

#### PR activities

Internal and external customers, trade and consumer press, profit and non-profit, consumer awareness, corporate social responsibility, mediums – print, viral, web, media.

#### PR tools

Social networking, networking events, like minded organisations ie Chamber of Commerce, professional organisations, trade events, radio, press, local, regional, national.

## Unit 705

## Public relations (PR) in the hair and beauty sector

### Outcome 2 Understand how to manage a PR crisis in hair and beauty sector

#### Underpinning knowledge

The learner can:

1. recommend approaches to or ways of improving the client service experience
2. engage staff in consultation necessary for effective implementation of a quality scheme
3. evaluate the effectiveness of newly implemented procedures
4. propose new systems or modifications to existing systems that could improve the client service experience
5. investigate issue management and the impact this has on PR activities
6. analyse **PR ethics** and the code of practice
7. assess the importance of communication in a crisis
8. analyse the **legal issues** resulting from a crisis.

#### Range

##### PR activities

Internal and external customers, trade and consumer press, profit and non-profit, consumer awareness, corporate social responsibility, mediums – print, viral, web, media.

##### PR ethics

Equality Act, corporate social responsibility, ASA legal, decent, honest, truthful, safeguarding.

##### Legal issues

Employability, health and safety, responsibility, Equality Act, safeguarding.

## Unit 706

## Management of health, safety and security in the salon

Level: SCQF 7

Credit value: 8

### Unit aims

This unit is about managing health, safety and security within a salon. It covers how to implement, monitor and manager health, safety and security practice.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to implement health, safety and security practices in the salon
2. be able to manage health, safety and security practices in the salon.

### Guided learning hours

It is recommended that **44** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.

## Unit 706

## Management of health, safety and security in the salon

Outcome 1 Be able to implement health, safety and security practices in the salon

### Practical skills

The learner can:

1. conduct a **risk assessment** of health, safety and security practices
2. conduct an assessment of the effectiveness of health, safety and security practices
3. recommend modifications to existing health, safety and security practices
4. implement new health, safety and security practices based on outcomes of the assessments.
5. evaluate the reliability and effectiveness of a risk assessment
6. analyse the importance of health, safety and security practices
7. justify proposals and recommendations for health, safety and security practices.

### Range

**Risk assessment** - of equipment, resources, clients, staff and accommodation.

## Unit 706 Management of health, safety and security in the salon

Outcome 2 Be able to manage health, safety and security practices in the salon

### Practical skills

The learner can:

1. evaluate **compliance** with newly implemented and existing health, safety and security practices
2. manage improvements to increase compliance with health, safety and security practices.

### Underpinning knowledge

The learner can:

1. explain the importance of compliance with **legislation and regulations** relating to health, safety and security practices
2. describe how to manage improvements to increase compliance with health, safety and security practices
3. explain the importance of regularly evaluating health, safety and security practices in the salon.

### Range

**Compliance** - with company, clients, staff, suppliers, subcontractors, landlords.

### Legislation and regulations

Health and Safety at Work Act, COSHH, RIDDOR, Electricity at Work Regulations. Codes of practice relevant to the salon. Security practices (buildings, equipment, client/staff processes, stock, cash and equivalents, client data), PPE, Fire Regulations, Management of Health and Safety at Work Regulations, Cosmetic Products (safety) regulations, Health and Safety (First Aid) Regulations, Provision and Use of Work Equipment Regulations, Local Government (Miscellaneous Provisions) Act, Manual Handling Operations Regulations, Data Protection Act, Insurance, Disability Discrimination.

Level: SCQF 8

Credit value: 10

### Unit aims

This unit is about the knowledge and skills required for salon management. It covers planning management of products and services and salon management duties.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. be able to plan the management of products and services in the salon
2. be able to undertake salon management duties.

### Guided learning hours

It is recommended that **50** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.



## Unit 801 Salon management

Outcome 1 Be able to plan the management of products and services in the salon

### Practical skills

The learner can:

1. produce a plan with operational objectives for the management of products and services
2. analyse data for use in **management planning**
3. allocate staff to meet operational objectives
4. devise and implement **salon requirements** for staff to prepare themselves, the client and work area for service(s)
5. monitor **working practices** by reviewing different client consultations, services and client records
6. evaluate methods of stock control, maintenance and replacement
7. evaluate stock levels, tools, equipment and facilities with regard to the salon's clientele
8. plan **methods** of maintaining and increasing salon revenue.

### Underpinning knowledge

The learner can:

1. explain the importance of planning operational objectives to manage products and services
2. explain how data is used in **management planning**
3. explain how to allocate staff to meet operational objectives
4. describe the **salon requirements** for staff to prepare themselves, the client and work area for service(s)
5. outline the criteria by which client consultations, services and client records are reviewed
6. explain how to maintain stock levels, tools, equipment and facilities in a salon
7. explain how to maintain and increase salon revenue.

### Range

#### Management planning (PS2)

SWOT, PESTL, competitor analysis, CRM.

#### Salon requirements

Salon policies and procedures, legislation, insurance and public liability.

#### Working practices

Professionalism, legislation.

#### Methods

Change management, PESTL, marketing.

#### Management planning (UPK 2)

MIS, MkIS.

## Unit 801

## Salon management

### Outcome 2

Be able to undertake salon management duties

#### Practical skills

The learner can:

1. manage the salon in a professional manner
2. implement health and safety working practices in line with relevant legislation
3. use **workforce planning** to assess employee requirements
4. provide clear recommendations for the improvement of working practices
5. evaluate own **communication** and **management style**
6. evaluate the importance of providing clear recommendations for the improvement of workplace practices
7. assess **factors** to be considered when employing **subcontractors**.

#### Underpinning knowledge

The learner can:

1. describe factors that must be considered when implementing health and safety working practices
2. explain the role of appraisal and management schemes within the organisation
3. describe the factors that influence working relationships, including lines of authority, role and responsibilities of employees, objectives associated with working relationships
4. describe **contractual regulations of employment** and how legislation affects employment in the salon.

#### Range

##### Workforce planning

Training, CPD, appraisals, skills analysis, flexible working arrangements.

##### Communication

Verbal, non-verbal.

##### Management style

For example Maslow, Henrich, Cobbs, "X and Y" – dependant on own choice of management style.

##### Factors

Right to work, Equality Act, equipment, insurance, contractual issues.

##### Subcontractors

Self-employed, associates, part-time staff, agency staff, specialist staff.

##### Contractual regulations of employment

Minimum wage, Equality Act, flexible working, period of notice, working hours.



Level: SCQF 8

Credit value: 9

### Unit aims

This unit is about the knowledge and skills around providing specialist consultation services on hair and scalp conditions, recognising and treating hair and scalp conditions.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. be able to provide specialist consultation services
2. be able to recognise hair and scalp conditions
3. be able to treat hair and scalp conditions
4. understand developments in the diagnosis and treatment of hair and scalp conditions, diseases and disorders.

### Guided learning hours

It is recommended that **72** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Assessment

This unit will be assessed by:

- an assignment, which will be graded Pass, Merit or Distinction.

## Unit 802

## Hair and scalp specialist services

### Outcome 1 services

Be able to provide specialist consultation

#### Practical skills

The learner can:

1. create the right **setting** in which client feels comfortable enough to express their needs, expectations and concerns
2. use suitable **consultation techniques** that enable the client to express their concerns and expectations without embarrassment
3. comply with all relevant **legislation, guidelines and ethical requirements**
4. complete **client records**.

#### Underpinning knowledge

The learner can:

1. explain the importance of creating a setting in which clients feel comfortable and ensures privacy
2. describe **consultation techniques** used to identify service objectives
3. explain why it is important to encourage and allow time for clients to ask questions
4. explain the types of **expectations, concerns and needs** that the clients may have and how to deal with them
5. explain how to **check** that clients understand verbal and written information that they have been given
6. state the additional/alternative **sources of support** for clients with hair and scalp conditions
7. explain the importance of treating clients with sensitivity and empathy
8. outline the main **legislation and ethical considerations** that affect the service
9. state the importance of recording all treatment details.

#### Range

##### Setting

Ambience, privacy.

##### Consultation techniques

Showing empathy, allowing sufficient time for responses, responding with professionalism.

##### Legislation, guidelines and ethical requirements

Equality act, HASWA, salon policy, consumer protection legislation, sustainability/animal testing/recycling.

##### Client records

Data protection/management.

##### Consultation techniques

Verbal, non-verbal, testing, differential diagnosis.



**Expectations**

Realistic, non-realistic.

**Concerns**

Prognosis.

**Needs**

Target service requirements.

**Check**

Questioning.

**Sources of support**

Support groups, trichologist, pharmacist, GP, dermatologist.

**Legislation and ethical considerations**

Equality act, HASWA, salon policy, consumer protection legislation, sustainability/animal testing/recycling.

## Unit 802

## Hair and scalp specialist services

### Outcome 2

Be able to recognise hair and scalp conditions

#### Practical skills

The learner can:

1. use visual and questioning techniques to identify
  - the client's hair and scalp condition
  - the nature and extent of the problem
  - the client's medical and family history
  - any contra-indications to treatment
  - the most suitable course of action
2. conduct relevant **tests** on the client's hair following recognised industry procedures and salon policy
3. follow **safe and hygienic working practices**
4. differentiate between **disorders** of similar appearance
5. recommend and agree the proposed course of treatment with clients
6. provide the client with clear recommendation for referral to a medical practitioner or registered trichologist.

#### Underpinning knowledge

The learner can:

1. describe the anatomical and physiological structure and function of the hair, skin and scalp
2. explain how to differentiate between different hair, skin and scalp conditions, diseases and disorders that are similar in appearance
3. outline the **hair, skin and scalp conditions** and disorders that may be treated in the salon
4. explain the **factors** that may adversely affect the growth and maintenance of healthy hair
5. explain the causes of the different conditions, diseases and disorders that may affect the hair and scalp
6. outline **tests** required during hair and scalp specialist services
7. outline **safe and hygienic working practices**
8. explain the importance of obtaining client agreement prior to the course of treatment proposed
9. explain the reasons for not naming specific contra-indications when referring clients to seek medical advice.

#### Range

#### Tests

Porosity test, tensile strength, pull test, sensitivity test, allergy test.

#### Safe and hygienic working practices

Salon and legal requirements.

#### Hair disorders



Traumatic alopecia (cicatricial scarring, traction) lupus, fragilitas crinium, alopecia areata, alopecia totalis, alopecia universalis, alopecia androgenic, monilethrix, trichorrhexis nodosa, bubble hair, pili torti, trichitillomania.

### **Skin disorders**

**Non-infectious:** sudoriferous (sweat) gland disorders (bromidrosis – body odour, anhidrosis – lack of sweating, hyperhidrosis – excessive sweating, miliaria rubra - prickly heat), pigmentation disorders (ephelides – freckles, chloasma, vitiligo, albinism, vascular naevi, erythema, dilated capillaries), skin disorders involving abnormal growth (psoriasis, seborrheic or senile warts, verrucae filiformis or skin tags, keloids) malignant tumours (squamous cell carcinomas or prickle-cell cancers, basal cell carcinomas or rodent ulcers, melanoma), allergies (dermatitis, eczema, urticaria – nettle rash or hives).

**Infectious:** bacterial infections (impetigo, conjunctivitis, hordeolum – stye, furuncles – boils, carbuncles, conjunctivitis/pink eye) Viral infections (herpes simplex, herpes zoster or shingles, verrucae or warts, molluscum) Infestations (scabies or itch mites, pediculosis capitis or head lice, pediculosis pubis, pediculosis corporis), Fungal diseases (tinea corporis – body ringworm, tinea capitis – ringworm of the head) seborrhoea, psoriasis, pityriasis capitis, dermatitis, eczema, tinea capitis, impetigo, pediculosis capitis, pityriasis amiantacea, seborrheic dermatitis.

### **Structure**

**Skin:** epidermis (types of cells, keratinocytes, langerhans cells, melanocytes) dermis (papillary & reticular layers, fibroblasts, matrix) subcutaneous layer (adipose tissue).

**Hair:** structure of the hair follicle (inner root, outer root sheath, matrix, dermal papilla, sebaceous gland).

### **Function**

**Skin:** mechanisms of sensation (temperature; touch; pressure; pain), heat regulation (sweating; vasoconstriction; vasodilation), absorption, protection, excretion, secretion, vitamin production (vitamin D generation).

**Hair:** temperature control.

### **Hair, skin and scalp conditions**

Environmental damage, physical damage, chemical damage, diffuse hair loss, pityriasis capitis, sensitised scalp, oily scalp, dry scalp.

### **Factors**

**Extrinsic:** damage to skin, temperature, chemical, exposure, topical treatment.

**Intrinsic:** genetics, nutrition, systemic diseases and disorders, medication, toxins.

## Unit 802

## Hair and scalp specialist services

### Outcome 3

### Be able to treat hair and scalp conditions

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. prepare themselves, the client and the work area for hair and scalp specialist services
3. select and use suitable **products**, tools and **equipment** in accordance with manufacturers' instructions
4. use **treatment methods** that support improvements in hair and scalp conditions
5. remedy **problems** that occur during the treatment process
6. monitor and maintain client comfort throughout the treatment process
7. provide suitable aftercare advice, including any restrictions to future hairdressing services.

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** within a salon environment
2. describe the salon's requirements for client preparation, preparing themselves and the work area
3. explain how treatment methods and products may benefit the hair and scalp
4. describe how to remedy **problems** identified during the treatment process.

#### Range

##### Communicate and behave

**Communicate:** Speaking, listening, body language, reading, recording, following instructions, using a range of related terminology.

**Behave:** Working cooperatively with others, following salon requirements.

##### Products

Oils, creams, lotions, spirit based treatment conditioners, treatment shampoos.

##### Equipment

Vibro massage, high frequency, heat accelerators, steamers.

##### Treatment methods

Massage techniques, wet/dry treatment.

##### Problems

Feeling faint, headaches, skin/scalp sensitivity, allergies, eye irritation.

## Unit 802

## Hair and scalp specialist services

Outcome 4 Understand developments in the diagnosis and treatment of hair and scalp conditions, diseases and disorders

### Underpinning knowledge

The learner can:

1. investigate current developments in the diagnosis and treatment of different hair and scalp conditions, diseases and disorders
2. evaluate the use of new treatments and products against salon requirements and potential client benefits.
3. describe how to maintain an up-to-date knowledge of developments in the diagnosis and treatment of hair and scalp conditions, diseases and disorders
4. explain the roles and responsibilities of the trichologist and the hairdresser in relation to the diagnosis and treatment of hair and scalp conditions, diseases and disorders.

## Appendix 1 Sources of general information

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

City & Guilds Centre Manual contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

### *Linking to this document from web pages*

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

## Useful contacts

### UK learners

General qualification information

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

### International learners

General qualification information

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

### Centres

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

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

### Single subject qualifications

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

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

### International awards

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

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

### Walled Garden

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

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

### Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

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

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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