

City & Guilds Level 2 Diplomas for Hair Professionals (7002)

July 2023 Version 1.2

Assessor Guide

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Version and date	Change detail	Section
July 2023 V1.1	Updated guide so relevant for all Diplomas (7002-12/7002-13/2002-06/7002-07)	Front cover, Section 1 Assessor Guidance: Introductory paragraphs, Approach to assessment, Assessment planning and review, and, Logbooks

1 Assessor guidance

Candidates will be required to complete:

- a portfolio of evidence (logbook) for each unit
- the knowledge and understanding requirements.

Before starting work towards the qualification, candidates will need support and guidance to enable them to

- identify which level of, and (in some cases) which route within, the qualification is best suited to their needs
- identify any training needs and how to access development
- understand the assessment process and identify the people who will be involved
- understand how to identify evidence from their performance at work
- understand how to compile their portfolio of evidence

A blank Candidate skill scan form can be found in *Recording forms for centres and candidates* which is located on the quality assurance pages of the City & Guilds website.

The purpose of assessment is to judge whether a candidate can consistently perform to the standard specified in the units and national occupational standards and meet the assessment requirements; it can also be used to prepare candidates for Apprenticeships. The qualifications may be candidate-led, assessor-led or a combination of the two, in order to decide when candidates have gathered sufficient evidence to demonstrate that they can competently perform a particular task and are therefore ready to be assessed.

Assessment planning and review

Effective planning for assessment by the candidate and their assessor is essential if the candidate is to succeed within an appropriate timescale. The purpose of assessment planning is to help candidates identify how and when they will provide the evidence required to demonstrate their competence. Planning should be a joint activity between the candidate and the assessor.

Assessment planning will identify opportunities for evidence generation and assessment that occur naturally as the candidate carries out work and where opportunities might need to be created to allow the candidate to demonstrate competence. This could mean arranging with their manager for a candidate to exchange tasks with a colleague. The assessor will negotiate and agree with the candidate the types of work-based activity that will be observed and the products of that activity (eg articles, forms, reports) that will be presented as evidence. It is important that a realistic timescale is set for achievement of the first units or elements.

In instances where candidates may be working towards an end-point assessment as part of an Apprenticeship, the assessor should aim to identify opportunities for holistic assessment, that is, to assess across elements, a full unit or clusters of units/services. Assessing criterion by criterion is not good practice.

Approach to assessment

The qualifications are likely to call for a variety of assessment methods. Evidence produced by candidates must be valid, sufficient, reliable, authentic and current and relate directly to specific assessment criteria. Types of acceptable evidence include, but are not limited to:

- Projects/case studies
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written assignments
- Oral questions
- Assignments
- Case studies
- Professional discussion
- Reflective diary on own practice in an appropriate working environment
- Coursework

The evidence requirements detail how many performances and aspects of the range must be demonstrated. These are detailed in the supporting information section of each unit within the qualification handbook.

Workplace assessment

Candidates are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged not all employers' workplaces are the same, therefore assessment conditions may not be identical. However to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the Assessor must ensure the assessment conditions reflect, as far as possible, those to which the candidate is expected to work.

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the candidate meets all learning outcomes and assessment criteria across the scope/range consistently, over a period of time. It should be clear where each learning outcome/assessment criteria has been covered and achieved.

It is imperative the candidate is not placed under more, or less, pressure than found normally in the workplace during assessment. It could be the case the candidate may feel more pressure simply because he or she is being assessed.

Realistic Working Environment (RWE)

Learners should be assessed through performance in the workplace.

As far as reasonably practicable the assessment should match conditions of a realistic working environment (RWE). In other words, the conditions should match those found in the workplace, including facilities, equipment, products, as well as relationships, constraints and pressures.

The RWE must adhere to the following principles:

- centres must develop realistic management procedures that incorporate a 'salon/barber shop image' and sales and marketing policy to attract the type and number of clients needed to ensure the requirements of the qualification can be met and achieved

- all assessments must be carried out under realistic commercial pressures and on clients, not other apprentices/learners within the same cohort. Clients used should vary in age and hair classification

- all services performed must be completed in a commercially acceptable timescale

- learners must be able to achieve a realistic volume of work

- the space per working area conforms to current health and safety legislation and commercial practice

- the range of services, professional products, tools, materials and equipment must be current and available for use

- a reception facility must be provided where clients are greeted, payment is taken and general enquiries and appointments can be made. A payment facility must be available

- a retail facility must be provided, stocked with products that relate to the clients' needs and complements the services offered

- all by-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out must be taken into full account.

Continuous Professional Development (CPD) requirements

Assessors, Internal Quality Assurers and External Quality Assurers should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the Awarding Organisation or other recognised and relevant providers in the sector.

For Assessors, Internal Quality Assurers and External Quality Assurers a minimum of 50 hours CPD is required per annum of which 30 hours applied practical skills in a salon (1st September – 31st August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individual's, not the organisation they work for.

Logbooks

City & Guilds supplies specific candidate logbooks for the qualifications; the log books contain evidence recording and summary sheets. An example of completed logbook pages can be found in Appendix 1. Centres may develop and use an alternative logbook, but it must include information equivalent to that recorded in the City & Guilds logbook, and must be approved by the centre's external quality assurer (EQA) before use.

Service times

Candidates should be working towards service times that are agreed upfront and are commercially acceptable for the salon that the candidate is working in. As a guide we have added the pre-existing habia service times to Appendix 2.

Simulation

Simulation is not acceptable for any units within these qualifications.

Witnesses

It may not always be possible for the assessor to be present to observe a candidate's performance. For example, where their presence might be intrusive to the work being assessed or where an emergency incident occurs outside a planned assessment. In these cases a Witness Testimony, a statement made by someone present while the candidate was performing an activity on-the-job, may be used as an alternative means of collecting evidence to support the assessment process.

Where Witnesses are used;

- Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
- Any relationship they have with a candidate must be declared to the Assessor to determine the value of the testimony provided.
- They must be fully briefed and clear about the purpose of their testimony, it will only be regarded as supporting/supplementary evidence and the final decision regarding the candidate's ability to meet the evidence requirements will be the responsibility of the Assessor.

The role of the Witness is to submit evidence to the Assessor regarding the competence of the candidate in meeting the standards identified in any given unit. This evidence must directly relate to the candidate's performance in the work place which has been observed first hand by the Witness. Therefore, those who could fulfil the role of a Witness for this qualification could include, but are not limited to:

- Stylist; or
- Salon manager; or
- Receptionist; or
- Trainer; or
- Marketing director; or
- Client.

It is not necessary for Witnesses to hold an assessor qualification as it is the responsibility of the Assessor to make the final assessment decision(s) about the acceptability of all evidence submitted, regarding of the source.

The status of the witness is important to consider as this determines how much weight their statement has and what other supplementary evidence might be needed to infer competence.

The status of the witnesses can be judged against the following criteria:

- 1 = qualified assessor and occupational expert who is familiar with award standards
- 2 = occupational expert and familiar with standards
- 3 = occupational expert not familiar with standards
- 4 = non-expert

A status 1 or 2 witness is more able to make an accurate judgement about a candidate's competence than a status 3 or 4 witness; therefore their testimonies would usually require less additional evidence to allow the assessor to infer competence.

Witness status lists should be provided by centres as a standard part of the candidate portfolio. Witness testimonies should identify the unit/learning outcome/assessment criteria being claimed. An Assessor and Witness Status List form can be found in *Recording forms for centres and candidates* that can be found on the quality assurance pages of the City & Guilds website.

Assessment of knowledge and understanding

City & Guilds have provided assessments for all units. It is important that these assessment materials are used for summative assessment when the candidates has begun to demonstrate competence in the relevant unit.

The assessment strategy for these hairdressing and barbering qualifications specifies that candidates must sit **externally set questions** for the units listed below.

This means that centres must use either the online tests or the short answer questions papers that are provided by City & Guilds to assess their candidates' knowledge and understanding. The question papers and marking schemes can be found in separate password protected documentation on the City & Guilds website.

City & Guilds Unit Number	Level	Unit Title
690	2	Cross unit knowledge test
201	2	Consultation
205	2	Colour and lighten hair using a range of techniques
206	2	Perming hair
207	2	Hair relaxing treatments and techniques
212	3	Shaving services

For the remaining units centres can devise their own assessments or use City & Guilds assessments. All centre devised assessments must be checked by the External Quality Assurer.

We have provided online multiple choice tests and paper based short answers question papers all units.

Cross unit knowledge test (CUK)

Cross Unit Knowledge test has been devised to reduce the burden of over-assessment and repetition for candidates. It has been produced as both an online MCQ and short answer paper based test. It is recommended that the Cross Unit Knowledge test is taken **before** any other technical unit test. The Cross Unit Knowledge test can be used for Barbering as well as Hairdressing.

The mapping that shows how the cross unit knowledge tests links to each individual unit can be found in Appendix 3.

Test conditions and Invigilation requirements

All tests, whether taken online or via short answer question papers are required to be sat in **closed book conditions**, so notes or text books **cannot** be used. Tests should be taken under supervised conditions, this means that all activities will be completed with an invigilator present. Strict exam regulations do not apply; candidates may take the questions in their normal learning environment and the tutor may act as the invigilator. The invigilation of these tests is the same for both online and the paper based tests. Candidates should on no account be allowed to take question papers or answers away with them, and copies of question papers and marking schemes should be kept securely by the centre at all times.

Pass requirements

100% achievement is required for Cross Unit Knowledge tests, however, once 70% has been achieved in one sitting, alternative methods of assessment may be used to demonstrate the remaining knowledge. Alternative methods may include oral questioning. Closed book conditions still apply.

Each technical unit test has a 70% pass mark, this must be achieved in one sitting and once achieved there is no requirement to assess the remaining knowledge.

It is advisable that the candidate has sufficient time to prepare for these tests. If a candidate completes any test and does **not pass** (or reached achieved or partially achieved for CUK tests), then they must re-sit the **full test**.

Online test entry and score reports

Candidates can be registered for online tests on Walled Garden using the (evolve) three digit test numbers listed in the Assessment section of the qualification handbook.

On completion of an online test, a score report is produced. The score report will indicate whether the candidate has passed or failed (or not achieved, partially achieved or achieved for the CUK tests), the overall percentage achieved for the test and details a candidate's performance against each specified knowledge area. This more detailed breakdown can be used to identify areas of knowledge that candidates have not achieved.

The knowledge areas on the score report are displayed in numerical (alpha) order, this does not necessarily follow the same order as the questions in the test or the candidates' logbook. The knowledge areas in the test are mapped to the assessment criteria in the units section of the qualification handbook.

For each knowledge area the score report will display the % the candidate has achieved for that area. If it displays as 100% it shows that a candidate has achieved all questions within that knowledge area, some areas of the test may require the candidate to answer more than one question, in these cases if a candidate has only achieved some of the questions this will be displayed as a weighted proportion (e.g. 50%).

Some tests will display a overall test result lower than 70% but still indicate that a candidate has passed the test, this is because we have taken into account that for some tests 70% will not be a whole mark, so when setting pass marks we have rounded to the nearest whole mark below 70%. The % pass mark is set by the trailblazer group at knowledge criteria level, and does not account for further breakdown within those areas of knowledge, we have accounted for this when setting the raw marks.

An example of a score report can be found in Appendix 4.

How to use and mark paper tests

The paper tests are intended to be completed by the candidate in writing; however at the assessor's discretion the questions may be completed through oral questioning where this method of assessment is more suitable for the candidate. If an electronic recording device is used during oral questioning:

- the assessor and candidate must identify themselves at the start of the recording
- the questions asked and candidate's responses must be clearly recorded
- the data files must be saved and filed in a manner that assures their security and ease of retrieval for quality assurance purposes.

New assessors using oral questioning to cover the written questions must make brief notes directly onto the answer paper in order to record the quality of the candidate's responses. The online test score report can also be used to record evidence of oral questioning.

The paper tests should be photocopied along with their cover sheets and handed out to candidates immediately before they take the test. Centres can photocopy the paper test and hold a stock securely within the centre. The cover sheets include a recommended test duration, these have been added for guidance and do **not** have to be adhered to.

Short answer questions

The model answers for the paper tests, which are supplied in the marking scheme documents, are not exhaustive and whilst assessors should try to follow the guide as much as possible, they should use their discretion as to whether an answer given by a candidate is acceptable. This is particularly so where questions demand an answer that involves salon policy. Assessors should consult their Internal Quality Assurer for guidance in cases of doubt, who in turn should consult their External Quality Assurer, as required.

Security and storage of assessment materials

Portfolios

The candidate owns the portfolio throughout the assessment and quality assurance process and after certification. Assessors may review the portfolio at the centre following an assessment, returning it later to the candidate. It will be held at the centre for internal quality assurance.

Portfolios of evidence may be returned to candidates after certification. The City & Guilds External Quality Assurer may however wish to see the portfolio during the visit that follows the award of the certificate. The centre must tell candidates that their portfolio may need to be retained by the centre or made available to the centre for this visit.

Question packs and Marking guides

Question pack and Marking guide documentation must be stored securely by centres at all times.

Candidate's completed written answer sheets for questions **must** be retained securely by centres for quality assurance purposes following certification. Currently this is for a period of **three** years from the date of certification, this may be in electronic format. After this time the papers may be securely destroyed. They **must** not be given to the candidate.

Question paper header sheets and online test score reports can and should be included in the candidates' portfolio.

2 Frequently asked questions

1. Can men be used in unit 205 Colour and Lighten Hair?

Yes - the term Hairdressing covers both men and women, as long as the requirement of the range and the performance criteria is met.

2. In the technical units it states that different clients need to be used, can you use the same client across different units?

Yes, clustering of assessments is good practice, to make the most of an assessment opportunity.

3. Can a Flat topper be used to carry out a Flat top at Level 2?

Yes.

4. Once you achieve 70% in the Cross Unit Knowledge test, can the remaining questions be carried out in open book conditions?

No - you can orally question candidates, but if you choose to resit the written test or on line evolve test then this need to be carried out in closed book conditions.

5. Is there a separate route for e-volve testing?

No, all qualifications are built with the option of doing either paper based tests, evolve on line tests or a mixture of both, depending on the needs of the candidate.

6. Now that the service times are flexible and Assessors can use their own professional discretion, do they need to be recorded?

Yes, the service times should be agreed a head of the assessment with the candidate and it is good practice to record them in case of a candidate Appeal etc.

7. When can witness testimonies be used?

A witness testimony can be used as long as the pre-stated number of observations have been completed by an Assessor.

8. Must an Assessor have achieved or be working towards the Level 3 Certificate in Assessing Vocational Achievement or hold A1/D33) to sign off the 'unit sign off' at the end of each unit?

The assessor and IQAs must hold, or be working towards a valid assessors' qualification based on LSIS, formally LLCC, Learning and Development National Occupational Standards (2010).

9. What qualifications does an Assessor have to hold to assess 7002 Diplomas?

The Assessor must have sufficient operational experience within the hairdressing and barbering industry that can be evidenced, is current and relevant to the qualification. Experience could be gained through time in a role in the hairdressing industry which could include, but is not limited to: Stylist, Technician/specialist; Salon manager; Trainer; Lecturer; Verifier

10. A student has been working in the industry for a length of time. What is the minimal requirement in terms of RPL?

As a minimum for each unit learners should be observed at least once and any mandatory questions completed.

Appendix 1 Logbook examples

Observation sign-off sheet

Unit 202: Shampoo, condition and treat the hair and scalp

What you must do

Outcome 1

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

- Prepare for shampooing, conditioning and treatment services
- Apply safe and hygienic methods of working throughout services
- Consult with clients about services and outcomes of tests
- Select suitable products, tools and equipment
- Carry out shampooing, conditioning and treatment services
- Provide clients with advice and recommendations on the service(s) provided

Within your work, you must show your assessor that you can do the following. You will be observed a number of times (as a guide, on at least **two** occasions). Each time you achieve all the points listed, your assessor will tick the circle and enter the date.

	1	2		
Observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date achieved	2/6/17	30/6/17		
Candidate signature	<i>Practice</i>	<i>Practice</i>		
Assessor signature	<i>[Signature]</i>	<i>[Signature]</i>		
IOA signature (if sampled)				
EQA signature (if sampled)				

Hints and tips

When combing wet hair, begin at the ends and remember to work through the hair very carefully to make sure you don't cause the client discomfort from pulling the hair.



Observation sign-off sheet Continued

Unit 202: Shampoo, condition and treat the hair and scalp

Before ticking the circles below, you must make sure that you have achieved 'What you must do' in Outcome 1.

Hair condition

Tick the hair conditions taken into account in each observation. You must adapt your shampooing techniques for three of the five hair conditions.

	1	2		
Damaged	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product build-up	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Normal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <i>for questions 30/6/17 OK.</i>
Oily	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scalp condition

Tick the scalp conditions taken into account in each observation. You must adapt your shampooing techniques for three of the five scalp conditions.

	1	2		
Dandruff affected	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oily	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product build-up	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Normal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <i>for questions 30/6/17 OK.</i>

Shampooing massage techniques

Tick the shampooing massage techniques used in each observation. You must carry out two out of the three shampoo massage techniques.

	1	2		
Effleurage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rotary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <i>for questions 30/6/17 OK.</i>

Conditioning products

Tick the products used in each observation. You must use all of the products.

	1	2		
Surface	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Penetrating	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scalp treatment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conditioning massage techniques

Tick the conditioning massage techniques used in each observation. You must carry out both of the conditioning massage techniques.

	1	2		
Effleurage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Petrissage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continues on next page

Observation sign-off sheet Continued


Unit 202: Shampoo, condition and treat the hair and scalp

Advice and recommendations

Tick the advice and recommendations given in each observation. You must give all the advice and recommendations.

	1	2		
Correct detangling techniques	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suitable shampoos and conditioning products	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time interval between services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present and future products and services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date achieved	2/6/17	30/6/17		
Candidate signature	<i>Antonia</i>	<i>Antonia</i>		
Assessor signature	<i>Ch</i>	<i>Ch</i>		
IOA signature (if sampled)				
EQA signature (if sampled)				

⚠ Dandruff is an oily, not dry, scalp – so don't rub oils into the scalp to remove it. Apply specific anti-dandruff scalp toners instead. 

Phillip Kingsley



Knowledge sign-off sheet Continued

Unit 202: Shampoo, condition and treat the hair and scalp

4.7	Describe the potential effects of using incorrect products	
4.7a	what may happen if the incorrect shampooing and conditioning products are used	Mandatory knowledge
4.8	State the importance of removing conditioning and treatment products, when required	
4.8a	the importance of removing conditioning and treatment products, when required	Mandatory knowledge
4.9	Outline the importance of removing excess water from the hair at the end of the service	
4.9a	the importance of removing excess water from the hair at the end of the service	Mandatory knowledge
4.10	Explain how heat affects the hair during the conditioning treatment	
4.10a	how heat affects the hair during the conditioning treatment	Mandatory knowledge
4.11	Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available	
4.11a	the importance of providing advice and recommendations on the products and services provided in the salon	Cross-unit knowledge
Tick if mandatory knowledge was covered by an online test		<input checked="" type="checkbox"/> Date 4/6/17
Tick if mandatory knowledge was covered by a written test		<input type="checkbox"/> Date
Tick if cross-unit knowledge test was an online test		<input checked="" type="checkbox"/> Date 29/5/17
Tick if cross-unit knowledge test was a written test		<input type="checkbox"/> Date

More information

For more details on the knowledge and understanding range of this unit please turn to the 'More information' section in the back of this logbook.



Appendix 2 Service times

Range of Service Times for Level 2 Diploma for Hair Professionals - Hairdressing.

The recommended service times quoted below have been developed for assessment purposes.

Service	Minutes (recommended)
Shampoo, condition and/or treat hair – above shoulders (excluding development time)	10
Shampoo, condition and/or treat hair – below shoulders (excluding development time)	15
Applying shampoo and treatments to chemically treated hair (i.e. permed, relaxed or coloured hair)	15
Set and dress hair – above shoulder (excluding drying)	35
Set and dress hair – below shoulder (excluding drying)	45
Blow dry and finish – above shoulders	35
Blow dry and finish – below shoulders	45
Blow dry to a finish using electric tongs – short hair	50
Blow dry to a finish using electric tongs – long hair	60
Styling using heated and thermal equipment only	30
Cut hair only	45
Mix and apply colour - re-growth, permanent colour	25
Woven highlights/lowlights (including preparation and application) – full head	75
French plait, fishtail plait	30
Twists and/or cornrows to cover 50% of the head	45
Perm (winding only)	45

Range of Service Times for Level 2 Diploma for Hair Professionals - Barbering.

The recommended service times quoted below have been developed for assessment purposes.

Service	Minutes (recommended)
Shampoo, condition and/or treat hair – above shoulders (excluding development time)	10
Shampoo, condition and/or treat hair – below shoulders (excluding development time)	15
Cut, blow dry/dry and finish (men's) hair	30
Mix and apply a full head application of quasi-permanent colour	20
Mix and apply colour - full head virgin application permanent colour or lightener	45
Mix and apply colour - re-growth, permanent colour or lightener	25
Perm (Winding only)	45
Cut full beards	15
Cut moustaches	5

how the position of your client and yourself can affect the desired outcome		2.3b	2.3d	2.1c	2.1c	2.3b	2.3b	2.2b	2.1c	2.3b	2.3c	2.3c
how the position of your client and yourself can affect fatigue and the risk of injury		2.3b	2.3d	2.1c	2.1c	2.3b	2.3b	2.2b	2.1c	2.3b	2.3c	2.3c
the importance of personal hygiene and presentation in maintaining health and safety in your workplace		2.1c	2.1c	2.1d	2.1d	2.1d	2.1d	2.1c	2.1d	2.1c	2.1c	2.1c
the hazards and risks which exist in your workplace		2.2a	2.2a	2.2a	2.2a	2.2a	2.2a		2.2a	2.2a	2.2a	2.2a
the safe working practices which you must follow in your workplace		2.2a	2.2a	2.2a	2.2a	2.2a	2.2a		2.2a	2.2a	2.2a	2.2a
the different types of working methods that promote environmental and sustainable working practices		2.3c	2.3a	2.3a	2.3a	2.3d	2.3c	2.2c	2.3f	2.3c	2.3h	2.3g
what is contact dermatitis		2.4a		2.4a	2.4a	2.4a	2.4a	2.2f		2.4a		
how to avoid developing contact dermatitis whilst carrying out hairdressing services		2.4a		2.4a	2.4a	2.4a	2.4a	2.2f		2.4a		
the importance of questioning clients prior to and during services			5.3a			5.1a	5.1a	4.3b	2.4b	4.1a	4.3a	
the importance of exploring and confirming the details of the service prior to starting / the importance of exploring and confirming the details of the service using visual aids				6.8a	6.8a				2.4a	4.1a	6.1a 6.1b	4.3a
the importance of ensuring client is aware what the agreed service will entail and its likely cost and duration				6.8a	6.8a				2.4c			4.3a
why is it important to keep your work area clean, tidy and well organised		2.6a	2.4b	2.6b	2.6b	2.6a	2.5a	2.2g	2.5a	2.5a	2.4a	2.4b
why it is important to avoid cross-infection and infestation		2.6b	2.4a	2.6a	2.6a	2.6b	2.6c	2.2i	2.5d	2.5c	2.4d	2.4a
methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation		2.6c	2.4d	2.6d	2.6d	2.6b	2.6c	2.2i	2.5c	2.5c	2.4d	2.4d
the different methods of cleaning, disinfecting and sterilisation used in salons		2.6d	2.4c	2.6c	2.6c	2.6c	2.5b	2.2h	2.5b	2.5b	2.4c	2.4c
the importance of following manufacturers' instructions for products, tools and equipment						5.6a	5.10b	4.11a		4.8a		
the importance of following manufacturers' instructions when carrying out tests						5.6a	5.10b					

the importance of using products economically and minimising waste						6.11a	6.11a					2.3h
the importance of providing advice and recommendations on the products and services provided in the salon	6.8b	4.11a	5.6a	4.2a	4.2a 6.9a	6.12a	6.12a	6.1a	7.8d	4.10b	6.10a	6.7a
Total												

Exam Reports

99ASQU - Assessment & Quality QA Centre

7002-601 Consultation



Results Summary:

Candidate Name	Enrolment no.	ULN	Test Date	Result
Vivienne Adesanya			28/04/2017	Pass

Results Breakdown:

7002-601 Consultation	Percentage Correct of All Marks Available
01 why effective communication is important for your salon's business	100.00
02 how to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender	100.00
03 why it is important to encourage and allow time for clients to ask questions	100.00
04 salon rules for maintaining confidentiality and privacy	100.00
05 the importance of not discriminating against clients with illnesses and disabilities and why	100.00
06 the importance of carrying out tests and the potential consequences of failing to do so	100.00
07a why it is important to identify factors that may limit or affect services and products which can be used (adverse hair, skin and scalp condition)	100.00
07b why it is important to identify factors that may limit or affect services and products which can be used (incompatibility of previous services and products used, client's lifestyle, test results)	100.00
08 how lifestyle, adverse hair, skin and scalp conditions, incompatibility of previous services and products used, limit or affect the services and products that can be offered to clients	100.00
09a how to recognise hair, skin and scalp problems (Infectious)	100.00
09b how to recognise hair, skin and scalp problems (Non-infectious)	100.00
10a how to identify suspected infections and infestations which need reporting	100.00

This is not a certificate.

All marks and results shown are subject to moderation by the awarding organisation.

Page 1 of 3

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