

Level 3 Diploma for Advanced and Creative Hair Professionals (7004-03)

March 2020 Version 1.1

Assessor Guide

Version and date	Change detail	Section
V1.1 March 2020	CPD requirements updated	1 Assessor Guidance

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1 Assessor guidance

For this qualification, candidates will be required to complete:

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

The assessment strategy for this qualification has been produced in partnership with industry. It outlines the principles and requirements to be applied to assessment of performance, knowledge and understanding for this qualification.

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

- identify which level of 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* that can be found 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. 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.

When planning assessments, the assessor should aim to identify opportunities for holistic assessment, that is, to assess across elements, a full unit or clusters of units. Assessing criterion by criterion is not good practice.

Approach to assessment

These qualifications are likely to call for a variety of assessment methods and the units and national occupational standards define what is to be assessed. Evidence produced by candidates must be

valid, sufficient, reliable, authentic and current and relate directly to specific assessment criteria. Types of acceptable evidence are valid, but are not limited to:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task based controlled assessment

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 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

The RWE must adhere to the following principles:

- 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 commercial environment (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 centre they work for. The other 20 hours could be from a range of activities such as:

- Standardisation meetings
- Updating knowledge or skills through the internet, television and other media Industrial updating through visits, placements, secondments or shadowing
- Attending briefings by awarding bodies and colleagues

Logbooks

City & Guilds supplies a specific candidate logbooks for each qualification that 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 verifier before use.

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 candidate has begun to demonstrate competence in the relevant unit.

The assessment strategy set by habia 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	3	Cross unit knowledge test
301	3	Creatively restyle hair using a combination of techniques
302	3	Creatively style and dress hair
303	4	Creative hair colour correction services
304	3	Provide client consultation services

We have provided online tests and short answer question papers for all units apart from the two units listed below. For these we have provided assignments that have been designed to assess both the practical and knowledge for each of the units. These can be found in the same password protected document as the question papers.

City & Guilds Unit Number	Level	Unit Title
305	3	Smoothing and strengthening systems
306	4	Use fashion forward trends in hair to create a collection of hairstyle looks

Cross unit knowledge test

The Cross Unit Knowledge test has been devised to reduce the burden of over-assessment and repetition for candidates. It has been produced as both online and paper based test. It is recommended that the Cross Unit Knowledge test is taken **before** any other technical unit test.

The mapping that shows how the cross unit knowledge tests links to each individual unit can be found in Appendix 2.

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 Knowledge (K) statements and/or 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 an 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 habia 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 3.

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.

Multiple-choice answer sheets

City & Guilds has provided a generic multiple choice answer sheet to be used by all candidates for all the hairdressing multiple choice question papers. This multiple choice answer sheet should be used by candidates during tests to record their responses, and should then be marked by the centre against the relevant keys in question paper and marking scheme document. The answer sheets provide the evidence required to show that the candidate has sat and passed the knowledge tests, and therefore should be held securely.

It is expected that centres will print a stock of multiple choice answer sheets to use as required.

Assignments or projects

Assignments can be developed by centres for some areas of the essential knowledge and understanding component of the standards that are not required to be covered by externally set questions. Centres wishing to develop their own assignments must ensure they are checked by their External Quality Assurer before using. Centres should be careful not to develop additional assessment materials for judging competency where other forms of assessment may more readily and efficiently provide this. Assignments are generally carried out over a period of time and will not be continuously observed.

City & Guilds has provided assignments that have been designed to assess both the practical and knowledge for 2 units across the qualification. The tasks should only be provided to the candidates once it is evident that they are ready to undertake the summative assessment. A realistic timeframe should be set for completion of each task. The handing out of tasks and the deadlines for their return are matters for agreement between the assessor and the candidates locally. Candidates should be able to negotiate deadlines where they have a good reason for the request, but reliability and punctuality are watchwords of employment and centres will refer to their own centre policy when dealing with late submissions where no good reason is provided.

The tasks candidates have been set for this qualification should not prevent access unfairly. If a task is thought to prevent unfair access due to the type of evidence required, advice should be sought from the External Quality Assurer on providing the evidence in a different format. For example if a task requires the candidate to provide information as a poster, then unless the design of the poster is being assessed, an alternative format such as an information sheet or report may be acceptable. Note however, that the requirements of the task must still be met in full and the marking/grading criteria applied without change.

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. 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.

2. 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 needs to be carried out in closed book conditions.

3. In - Provide consultation services, the evidence requirements state '5 occasions', these recorded observations must cover different technical services.

The observations need to be carried out across the range of technical services chosen.

4. In the consultation unit, can a candidate still achieve the consultation observation if the technical unit was not successful?

Yes, as long as it meets the full requirement of the unit.

5. 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.

6. 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?

Yes.

7. What qualifications does an Assessor have to hold to assess 7004?

To assess the practical only - Level 3 Award in Assessing Competence in the Work Environment or *D32 / A2 / A1.

To assess the practical and all aspects of 'What you should know' - Level 3 Certificate in Assessing Vocational Achievement or *D32/D33 or A1.

* Holders of A1 and D32/33 must work to the revised National Occupational Standards for Learning Development.

8. 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 302: Creatively style and dress hair

Outcome 1

Be able to creatively style and dress hair

- a Prepare for creative styling and dressing services
- b Apply safe and hygienic methods of working throughout services
- c Consult with clients to confirm the desired look
- d Select suitable products, tools and equipment
- e Carry out creative hair styling and dressing services
- f 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, at least six times, each on different clients). Each time you achieve all the points listed, your assessor will tick the circle and enter the date.

	1	2	3	4	5	6		
Observation	✓	✓	✓	✓	✓	✓	○	○
Date achieved	2/6/20	9/6/20	18/6/20	22/6/20	1/7/20	7/7/20		
Candidate signature								
Assessor signature								
IQA signature (if sampled)								
EQA signature (if sampled)								

Image courtesy of Calsbeek



Unit 302: Creatively style and dress hair 19

Observation sign-off sheet Continued

Unit 302: Creatively style and dress hair

What you must cover

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

Creative styling and dressing techniques

Tick the creative styling and dressing techniques used in each observation. You must use **both** the creative styling and dressing techniques.

	1	2	3	4	5	6		
Conventional	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-conventional	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of appropriate accessory (ies) or added hair

Tick the appropriate accessory (ies) or added hair used in each observation. You must use **one** of the following in **one** of the observations.

	1	2	3	4	5	6		
Accessory (ies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Added hair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Factors

Tick the factors taken into account in each observation. You must take into account **all** of the factors.

	1	2	3	4	5	6		
Hair characteristics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hair classifications	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired look	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The occasion for which the style is required	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hair length	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continues on next page

Hints and tips

Think 'outside the box' when styling and dressing hair. Using non-conventional styling techniques will be a talking point in the salon.



Photo: Patrick Carroon, styling by Alessia Chiaravino and trained by Silvia Bili, photography by Alessia Paganini

Observation sign-off sheet Continued

Unit 302: Creatively style and dress hair

Advice and recommendations

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

	1	2	3	4	5	6		
How to maintain their look	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date achieved	2/6/20	9/6/20	18/6/20	24/6/20	1/7/20	7/7/20		
Candidate signature								
Assessor signature								
IQA signature (if sampled)								
EQA signature (if sampled)								



Hints and tips

One of the key factors to ensure a client returns is an amazing finished look.

Knowledge sign-off sheet Continued

Unit 302: Creatively style and dress hair

5.3 Describe the correct use and maintenance of styling and dressing tools and equipment	
a	the correct use and maintenance of tools and equipment Mandatory knowledge
5.4 Explain the importance of following salon and manufacturers' instructions for products, tools and equipment	
a	suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow Inferred knowledge
b	the manufacturers' instructions on the use of the styling and finishing products in your salon Inferred knowledge
5.5 Explain the importance of applying correct techniques during styling and dressing services	
a	how the incorrect application of heat can affect the hair and scalp Mandatory knowledge
b	when, why and how to use the different types of: securing equipment accessories added hair Inferred knowledge
c	methods of handling, controlling and securing hair during the styling and dressing process Inferred knowledge
d	the type of checks needed during styling, dressing and finishing services to ensure the intended shape, direction, balance and volume is achieved Mandatory knowledge
e	the importance of ensuring the intended shape, direction, balance and volume is achieved and the finished look is secure Inferred knowledge
5.6 Outline the importance of using products cost-effectively Cross-unit knowledge	
5.7 Explain the importance of providing clients with advice and recommendations on the service(s) provided and products available	
a	the importance of providing advice and recommendations on the products and services provided in the salon Cross-unit knowledge
Tick if mandatory knowledge was covered by an online test <input checked="" type="checkbox"/> Date 4/16/20	
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 29/5/20	
Tick if cross-unit knowledge test was a written test <input type="checkbox"/> Date	

Supplementary notes

Unit 302: Creatively style and dress hair



Your assessor may use this space for any additional comments they may have about your work.

Comments	Date

Unit sign-off

This section must be signed when the unit is complete.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions, and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature: Shankar

Date: 7-07-20

Assessor signature: [Signature]

Date: 7/7/20

IQA signature (if sampled): _____

Date: _____

EQA signature (if sampled): _____

Date: _____

Appendix 2 Cross unit knowledge

Level 3 Cross Unit Knowledge Test mapped to Level 3 Diploma in Hairdressing

Knowledge Requirements

	301	302	303	304
your responsibilities under current, relevant health and safety legislation , standards and guidance such as the Health & Safety at Work Act and any other relevant legislation (The Manual Handling Operations Regulations)	2.1	2.1	2.1	
your responsibilities under current, relevant health and safety legislation , standards and guidance such as the Health & Safety at Work Act and any other relevant legislation (The Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR))	2.1	2.1	2.1	
your responsibilities under current, relevant health and safety legislation , standards and guidance such as the Health & Safety at Work Act and any other relevant legislation (The Control of Substances Hazardous to Health Regulations (COSHH))	2.1	2.1	2.1	
your responsibilities under current, relevant health and safety legislation , standards and guidance such as the Health & Safety at Work Act and any other relevant legislation (The Electricity at Work Regulations)	2.1	2.1	2.1	
your responsibilities under current, relevant health and safety legislation , standards and guidance such as the Health & Safety at Work Act and any other relevant legislation (Data Protection Act)				2.2
your responsibilities under current, relevant health and safety legislation , standards and guidance such as the Health & Safety at Work Act and any other relevant legislation (Working Time Directives/Sale of Goods Act/Distance Selling Act/Trade Descriptions Act/Consumer Protection Legislation)				2.2
your responsibilities under current, relevant health and safety legislation , standards and guidance such as the Health & Safety at Work Act and any other relevant legislation (Disability Discrimination Act)				2.2
how the position of your client and yourself can affect the desired outcome	2.3c	2.3b		
how the position of your client and yourself can affect fatigue and the risk of injury	2.3c	2.3b		
the importance of personal hygiene and presentation in maintaining health and safety in your workplace	2.1c	2.1c		
the hazards and risks which exist in your workplace	2.2	2.2	2.2	-
the safe working practices which you must follow in your workplace	2.2	2.2	2.2	-
the different types of working methods that promote environmental and sustainable working practices	2.3d	2.3c	2.3c	-
what is contact dermatitis	-	2.4	2.4	-

how to avoid developing contact dermatitis whilst carrying out hairdressing/barbering services	-	2.4	2.4	-
Explain the importance of questioning clients prior to and during services	2.4	2.5	2.5	
why it is important to keep your work area clean and tidy	2.5a	2.6a	2.6a	
why it is important to avoid cross-infection and infestation	2.5b	2.6b	-	
methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation	2.5c	2.6c	2.6c	
the different methods of cleaning, disinfecting and sterilisation used in your workplace	2.5d	2.6d	2.6b	
the importance of following manufacturers' instructions for products, tools and equipment		5.4		
the importance of providing advice and recommendations on the products and services provided in your workplace	4.6	5.7	5.7	

Appendix 3 Score report

Exam Reports

99ASQU - Assessment & Quality QA Centre
7004-604 Provide client consultation services



Candidate Name	Enrolment no.	ULN	Test Date	Result
			26/11/2019	Pass

Results Breakdown:

7004-604 Provide client consultation services	Percentage Correct of All Marks Available
Explain why it is important to identify factors that may limit or affect services	0.00
how different factors limit or affect the services and products that can be offered to clients	0.00
how different types of hair characteristics impact on products and services	100.00
how different types of hair classification impacts on products and services	100.00
how to complete the client records used in your organisation and the importance and reasons for gaining client consent	100.00
how to visually recognise adverse hair and scalp conditions	0.00
the basic structure of hair and skin	100.00
the growth cycle of hair	100.00
the implications of changes to their existing hair and scalp regime	100.00
the importance of carrying out tests and the potential consequences of failing to do so	0.00
the importance of confidentiality and what might happen if this is not maintained	100.00
the importance of confirming and recording the course of action that is to be taken for the client	100.00
the importance of creating a setting in which clients feel comfortable	100.00
the importance of engaging in conversation and making openings in conversations to encourage clients to speak	100.00
the importance of not discriminating against clients with illnesses and disabilities and why	100.00
the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist	100.00
the limits and boundaries of your duties and responsibilities and why it is important to explain these to the client	100.00
the role of other professional such as pharmacist, trichologist, general practitioner, and the specialist services that they can offer	100.00
the types and purposes of tests	0.00
your legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services	100.00
Total	69.23
Exam Total	69.23

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: 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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

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E: business@cityandguilds.com

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F: +44 (0)20 7294 2413

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City & Guilds
Giltspur House
5-6 Giltspur Street
London EC1A 9DE
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com