



City & Guilds Level 3 Diploma for the Advanced and Creative Hair Professionals (7004-03)

May 2020 (Version 1.3)

**Qualification Handbook (Northern
Ireland)**

Qualification at a glance

Subject area	Hairdressing
City & Guilds number	7004
Age group approved	16-18, 18+, 19+
Entry requirements	None
Assessment types	Portfolio, Multiple Choice tests, Assignments
Approvals	Full approval required
Support materials	Candidate logbook; Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number	Regulatory reference number
City & Guilds Level 3 Diploma for Advanced and Creative Hair Professionals	542	695	7004-03	603/5495/1

Version and date	Change detail	Section
V1.1 May 2020	From all hair classifications must be covered to only 2 of the 3 hair classifications need to be covered.	Unit 305 Evidence requirements

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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?	<p>The City & Guilds Level 3 Diploma for the Advanced and Creative Hair Professionals is a qualification based on employer needs and has been designed by employers.</p> <p>This a qualification designed for learners who are at least 16 years old and who wish to develop the skills and knowledge needed work as a Hairdresser. They may have previously completed a Level 2 qualification in the relevant subject area. As far as reasonably practicable the assessment should match conditions of a realistic working environment.</p>
What does the qualification cover?	<p>The City & Guilds Level 3 Diploma for the Advanced and Creative Hair Professionals covers all of the core knowledge and skills needed to become an advanced and creative Hairdresser.</p> <p>To deliver this qualification, centres/colleges will need to provide their learners with a suitable learning environment and the resources they need to complete the practical and theoretical aspects of the qualification. See page 7 'Realistic working environment' for futher details.</p>
Who did we develop the qualification with?	<p>The City & Guilds Level 3 Diploma for the Advanced and Creative Hair Professionals has been created based on employer need and designed by employers.</p>

Structure

To achieve the **City & Guilds Level 3 Diploma for Advanced and Creative Hair Professionals**, learners must achieve six mandatory units, 301-306.

City & Guilds unit number	Unit title	GLH
7004-301	Creatively restyle hair using a combination of techniques	121
7004-302	Creatively style and dress hair	60
7004-303	Creative hair colour correction services	137
7004-304	Provide client consultation services	68
7004-305	Smoothing and strengthening systems	93
7004-306	Use fashion forward trends in hair to create a collection of hairstyle looks	63

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	TQT
City & Guilds Level 3 Diploma for Advanced and Creative Hair Professionals	542	695

2 Centre requirements

Approval

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

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

Resource requirements

Centre staffing

Staff delivering these 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[s] 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.

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

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)
- Hold an NVQ in Hairdressing at Level 3 or equivalent
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
- 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

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

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

Learner entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for learners under 16.

Realistic working environment

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 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 ethnicity.
- 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 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 need and compliments 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.

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. For more information on both CASS and City & Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

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

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

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

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

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

The role of the EQA is to:

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

3 Delivering the qualification

Initial assessment and induction

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

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

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

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

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

Sustainability

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

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

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

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

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for these qualifications:

Description	How to access
Candidate logbook	www.cityandguilds.com
Assessor Guide	www.cityandguilds.com
Question papers and mark scheme	www.cityandguilds.com

Recording documents

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

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

4 Assessment

Summary of assessment methods

Candidates must:

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

Qualification assessment

Unit	Title	Assessment method	Where to obtain assessment materials
	Cross unit knowledge	Online test OR short answer question test	Online test number 690 Short answer papers and marking guides available on City & Guilds website
301	Creatively restyle hair using a combination of techniques	Portfolio and Online test OR short answer question test	Online test number 601 Short answer papers and marking guides available on City & Guilds website
302	Creatively style and dress hair	Portfolio and Online test OR short answer question test	Online test number 602 Short answer papers and marking guides available on City & Guilds website
303	Creative hair colour correction services	Portfolio and Online test OR short answer question test	Online test number 603 Short answer papers and marking guides available on City & Guilds website
304	Provide client consultation services	Portfolio And Online test OR short answer question test	Online test number 604 Short answer papers and

Unit	Title	Assessment method	Where to obtain assessment materials
			marking guides available on City & Guilds website
305	Smoothing and strengthening systems	Portfolio and Assignment	Short answer papers and marking guides available on City & Guilds website
306	Use fashion forward trends in hair to create a collection of hairstyle looks	Portfolio and Assignment	Short answer papers and marking guides available on City & Guilds website

Assessment strategy

The assessment strategy outlines the principles and requirements to be applied to assessment of performance and competence, and knowledge and understanding for this qualification. All of the information from the strategy can be found in this Qualification Handbook and the Assessor Guide documents.

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

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

5 Units

Availability of units

All of the units can be found in this document.

Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Unit aim
- Assessment type
- Learning outcomes, which are comprised of a number of assessment criteria

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

Units

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

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

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

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

Unit 301

Creatively restyle hair using a combination of techniques

Unit level:	3
GLH:	121
Unit aim:	This standard is about the use of advanced cutting skills to create a personalised and individual restyled look to enhance personal image.
Assessment type:	Portfolio and online test OR paper-based short answer question test.

Learning outcome

The learner will:

- 1 Be able to restyle hair using a combination of techniques

Assessment criteria

The learner can:

- 1.1 Prepare for creative hair cutting services
 - a prepare your client to meet salon's requirements
 - b prepare your client's hair prior to cutting
- 1.2 Apply safe and hygienic methods of working throughout services
 - a maintain your responsibilities for health and safety throughout the service
 - b protect your client's clothing throughout the service
 - c keep your client's skin free of excess **hair** cuttings throughout the service
 - d position your client to meet the needs of the service without causing them discomfort
 - e ensure your own posture and position whilst working minimises fatigue and the risk of injury
 - f keep your work area clean and tidy throughout the service
 - g use working methods that:
 - i minimise the risk of damage to **tools and equipment**
 - ii minimise the risk of cross-infection
 - iii make effective use of your working time
 - iv ensure the use of clean resources
 - v minimise the risk of harm or injury to yourself and others
 - vi promote environmental and sustainable working practices
 - h ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements
 - i follow workplace and suppliers' or manufacturers' instructions for the safe use of tools and equipment, materials and products

- j dispose of waste materials
- 1.3 Consult with clients to confirm the desired look
 - a complete the service within a commercially viable time
 - b explore the variety of looks with your client using relevant visual aids
 - c recommend a look that is suitable for your client
 - d base your recommendations on an accurate evaluation of your client's hair and its potential to achieve the look
- 1.4 Select suitable products, tools and equipment
- 1.5 Carry out creative hair cutting services
 - a confirm with your client the look agreed at consultation before commencing the cut
 - b create and follow the cutting guideline(s) to achieve the required look
 - c personalise your **cutting techniques and effects** to take account of **factors** that will influence the desired look
 - d combine and adapt your **cutting techniques and effects** to achieve the desired look
 - e change your own position and that of your client to help you ensure the accuracy of the cut
 - f cross check the cut to establish accurate distribution of weight, balance and shape
 - g create outline shapes that are accurate, defined and achieve the look required by your client
 - h **sectioning** and cutting guidelines to achieve the required look
 - i remove any unwanted hair outside the desired outline shape
 - j consult with your client during the cutting service to confirm the desired look
 - k take suitable remedial action to resolve any problems arising during the cutting service
 - l make a final visual check to ensure the finished cut is accurate
 - m use **creative finishing techniques** that complement the cut
 - n ensure the finished, restyled look complements your client's features and enhances their personal image and that of the salon
 - o confirm your client's satisfaction with the finished look
- 1.6 Provide clients with advice and recommendations on the service(s) provided
 - a Give your client **advice and recommendations** on the service provided

Range

(AC1.2) **Tools and equipment:**

scissors
clippers
razors

(AC1.2) **Hair:**

wet
dry

(AC1.5) **Cutting techniques and effects:**

graduating
layering
tapering
club cutting
scissors over comb
clipper work

blending
thinning
freehand
texturising
over direction
advanced texturising
undercutting
disconnecting
razor cutting
close cutting
personalisation

(AC1.5) **Factors:**

hair classifications
hair characteristics
head, face and body shape
hair length
client requirements
client lifestyle

(AC1.5) **Sectioning**

round
square
triangular

(AC1.5) **Creative finishing techniques:**

styling
product application

(AC1.6) **Advice and recommendations:**

how to maintain their look
time interval between services
present and future products and services

Learning outcome

The learner will:

- 2 Understand how health and safety policies and procedures affect creative cutting services

Assessment criteria

The learner can:

- 2.1 Explain responsibilities for health and safety in own role
 - a your responsibilities for **health and safety** as defined by any specific legislation covering your job role
 - b the range of protective clothing that should be available for clients
 - c the importance of personal hygiene and presentation in maintaining health and safety in your workplace
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
 - a the hazards and risks which exist in your workplace and the safe working practices which you must follow

- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
- your salon's requirements for client preparation
 - why it is important to protect clients from hair clippings
 - how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury
 - the different types of working methods that promote **environmental and sustainable working practices**
 - the correct methods of waste disposal
- 2.4 Explain the importance of questioning the client prior to and during services
- 2.5 Explain the importance of preventing cross-infection and cross-infestation
- why it is important to keep your work area clean and tidy
 - why it is important to avoid cross-infection and infestation
 - methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation
 - the different methods of cleaning, disinfecting and sterilisation used in salons
-

Range

(AC2.1) **Health and safety:**

Your responsibilities for health and safety as defined by any specific legislation covering your job role

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire Safety) Order
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations

(AC2.3) **Environmental and sustainable working practices:**

The different types of working methods that promote environmental and sustainable working practices

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

Learning outcome

The learner will:

- 3 Understand the factors that may influence creative cutting services

Assessment criteria

The learner can:

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

Range

(AC3.1) **Factors:**

The different factors that must be taken into consideration prior to and during cutting and how these may impact on the cutting service

- hair classifications
 - hair characteristics
 - head, face and body shape
 - hair length
 - client requirements
 - client lifestyle
-

Learning outcome

The learner will:

- 4 Understand the tools, equipment, products and techniques used to creatively cut hair

Assessment criteria

The learner can:

- 4.1 Explain why it is important to prepare hair prior to cutting
- a why hair products should be removed from the hair prior to cutting
- 4.2 Describe the range of tools, equipment and products available and the creative effects they achieve
- a which tools can be used on either wet or dry hair or both
 - b the size of clipper blades and attachments available and the effects that these achieve
 - c the types of products available for finishing women's hair
- 4.3 Describe the correct use and maintenance of cutting tools and equipment
- a the correct use and maintenance of cutting tools
 - b suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow
 - c how to level and test clippers
- 4.4 Explain the importance of applying correct technique during services
-

- a how and why to use different cutting techniques
 - b how to create and follow guidelines
 - c how to create different sectioning patterns to create round, square and triangular shapes
 - d how to personalise and adapt cutting techniques
 - e the effects that can be created by combining and adapting different cutting techniques
 - f the effects that can be created by combining and adapting different cutting techniques
 - g the importance of applying the correct degree of tension to the hair when cutting
 - h the importance of keeping the hair damp throughout the wet cutting process
 - i how to cross check and balance the cut
- 4.5 Explain the types of problems that may occur during services and ways in which they can be resolved
- a the types of problems that can commonly arise when cutting hair and ways in which they can be remedied, if possible
- 4.6 Explain the importance of providing advice and recommendations on the service(s) provided and products available
- a sources of creative information such as magazines, internet and film
 - b how to obtain and interpret inspiration such as historical, cultural and fashion
 - c the importance of providing **advice and recommendations** on the products and services provided in the salon
-

Range

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

Unit 301

Creatively restyle hair using a combination of techniques

Supporting Information

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for creatively cutting hair using a combination of techniques.
3. Your Assessor will observe your performance on **at least 6 occasions**. Each observation must be of **a different creative restyle on different clients**.
4. From the range, you must show that you have:
 - used **all** tools and equipment
 - covered **both** wet and dry hair
 - **all** sectioning patterns
 - used **all** cutting techniques and effects taking into account **all** the factors
 - used **both** creative finishing techniques
 - given **all** advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

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

- Projects/case studies
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written assignments
- Oral questions
- Assignments
- Case studies
- Professional discussion

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

Unit 302

Creatively style and dress hair

Unit level:	3
GLH:	60
Unit aim:	This standard is about using a variety of conventional and non-conventional styling and dressing techniques to produce innovative, fashionable, creative and personalised looks. The ability to combine and adapt a variety of styling and dressing techniques incorporating accessories and or added hair is required in this standard.
Assessment type:	Portfolio and online test OR paper-based short answer question test.

Learning outcome

The learner will:

- 1 Be able to creatively style and dress hair

Assessment criteria

The learner can:

- 1.1 Prepare for creative styling and dressing services
 - a Prepare your client to meet salon's requirements
 - b Prepare your client's hair in a way which is suitable for the look agreed
- 1.2 Apply safe and hygienic methods of working throughout services
 - a Maintain your responsibilities for health and safety throughout the service
 - b Protect your client's clothing throughout the service
 - c Position your client to meet the needs of the service without causing them discomfort
 - d Ensure your own posture and position whilst working minimises fatigue and the risk of injury
 - e Keep your work area clean and tidy throughout the service
 - f Use working methods that:
 - minimise the wastage of products
 - minimise the risk of damage to tools and equipment
 - minimise the risk of cross-infection
 - make effective use of your working time
 - ensure the use of clean resources
 - minimise the risk of harm or injury to yourself and others
 - promote environmental and sustainable working practices

- g Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements
 - h Follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
 - i Dispose of waste materials
- 1.3 Consult with clients to confirm the desired look
- a Confirm with your client the look agreed at consultation prior to and during styling and dressing the hair
 - b Ensure the finished look meets the intended shape, direction, balance and volume agreed with your client
 - c Confirm your client's satisfaction with the finished look
- 1.4 Select suitable products, tools and equipment
- a Incorporate and secure accessories, when used, to complement and enhance the desired look
- 1.5 Carry out **creative hair styling and dressing services**
- a Complete the service within a commercially viable time
 - b Incorporate and secure added hair, when used, into the desired look
 - c Blend the client's own hair and added hair effectively, when required
 - d Ensure the availability of assistance, when required
 - e Combine and adapt your creative styling and dressing techniques in an innovative way to achieve the desired look
 - f Secure the hair so that any pins, grips or bands are hidden unless part of the style requirements
 - g Personalise your creative styling and dressing techniques to take account of the **factors** which influence the desired look
 - h Use creative styling and dressing techniques in a way that avoids damage to the hair, skin and scalp
- 1.6 Provide clients with advice and recommendations on the service(s) provided
- a Give your client **advice and recommendations** on the service provided

Range

(AC1.5) **Creative styling and dressing techniques:**

conventional
non conventional

(AC1.5) **Factors:**

hair characteristics
hair classifications
desired look
the occasion for which the style is required
hair length

(AC1.6) **Advice and recommendations:**

how to maintain their look
time interval between services
present and future products and services

Learning outcome

The learner will:

- 2 Understand how health and safety affects creative hair styling and dressing services

Assessment criteria

The learner can:

- 2.1 Explain responsibilities for **health and safety** in own role
 - a Your responsibilities for health and safety as defined by any specific legislation covering your job role
 - b The types of protective clothing that should be available for clients
 - c The importance of personal hygiene and presentation in maintaining health and safety in your workplace
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
 - a The hazards and risks which exist in your workplace and the safe working practices which you must follow
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
 - a Your salon's requirements for client preparation
 - b How the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury
 - c The different types of working methods that promote **environmental and sustainable working practices**
 - d The correct methods of waste disposal
- 2.4 Describe contact dermatitis and how it can be prevented
 - a What contact dermatitis is, and how to avoid developing it whilst carrying out styling and dressing services
- 2.5 Explain the importance of questioning clients prior to and during services
- 2.6 Explain the importance of preventing cross-infection and cross-infestation
 - a Why it is important to keep your work area clean and tidy
 - b Why it is important to avoid cross-infection and cross-infestation
 - c Methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation
 - d Methods of cleaning, disinfecting and sterilisation used in salons

Range

(AC2.1) **Health and safety:**

Your responsibilities for health and safety as defined by any specific legislation covering your job role

- Health and Safety at Work Act
 - The Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR)
 - The Health and Safety (First Aid) Regulations
 - The Regulatory Reform (Fire Safety) Order
-

- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at Work Regulations
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations

(AC2.3) **Environmental and sustainable working practices:**

The different types of working methods that promote environmental and sustainable working practices

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

Learning outcome

The learner will:

- 3 Know the factors that influence creative hair styling and dressing services

Assessment criteria

The learner can:

- 3.1 Explain the factors that may influence services provided
- a Your salon's expected service times for styling and dressing
 - b How different factors affect the styling and dressing process and the finished look
- 3.2 Describe ways of dealing with any influencing **factors**
- 3.3 Describe the potential consequences of excessive tension on the hair and scalp
- a The potential consequences of excessive tension on the hair and scalp

Range

(AC3.2) **Factors:**

How different factors affect the styling and dressing processes and the finished look

- hair characteristics
- hair classification
- desired look
- the occasion for which the style is required
- head and face shape

Learning outcome

The learner will:

- 4 Understand the science of styling and dressing hair

Assessment criteria

The learner can:

- 4.1 Explain the effects of humidity on hair
 - a The effects of humidity on hair
- 4.2 Explain the physical effects of styling and finishing on the hair and how they work to maintain the look
 - a The physical effects of styling and finishing products on the hair and how they work to maintain the look
- 4.3 Explain the effects of backcombing and back brushing on the hair structure
 - a The effects of backcombing and back brushing on the hair structure
- 4.4 Explain the potential effects of using and securing added hair and accessories on the hair structure
 - a The potential effects on the hair structure of using and securing added hair and accessories

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 5.1 Explain the range of tools, products and equipment available and the effects they achieve
 - a The **preparation procedures** required for the different styling and dressing techniques
- 5.2 Describe the correct use and maintenance of styling and dressing tools and equipment
 - a The types of products, tools and equipment available for styling and dressing hair and how to use them
 - b The suitability of specific products and equipment for use with different hair types and for achieving different effects
 - c The types of **conventional and non-conventional** items that may be used when styling hair and the effects they create
 - d The types of non-conventional items that may be used as accessories when dressing 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

- 5.4 Explain the importance of following salon and manufacturers' instructions for products, tools and equipment
- Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow
 - The manufacturers' instructions on the use of the styling and finishing products in your salon
- 5.5 Explain the importance of applying correct technique during styling and dressing services
- How the incorrect application of heat can affect the hair and scalp
 - When, why and how to use the different types of:
 - securing equipment
 - accessories
 - added hair
 - Methods of handling, controlling and securing hair during the styling and dressing process
 - The type of checks needed during styling, dressing and finishing services to ensure the intended shape, direction, balance and volume is achieved
 - The type of checks needed during styling, dressing and finishing services to ensure the intended shape, direction, balance and volume is achieved
- 5.6 Outline the importance of using products cost effectively
- 5.7 Explain the importance of providing clients with **advice and recommendations** on the service(s) provided and products available
- the importance of providing advice and recommendations on the products and services provided in the salon

Range

- (AC5.1) **Preparation procedures:**
sources of creative information such as magazines, internet and film
how to obtain and interpret inspiration such as historical, cultural and fashion
how to design, plan and achieve a creative look
current fashion hair looks
- (AC5.2) **Conventional styling techniques:**
setting
pin curling
finger waving
use of heated styling equipment
rolls
plaits
twists
curls
woven
- (AC5.2) **Non-conventional styling techniques:**
rags
straws
plastic
ribbons
net
paper/tissue
-

hair grips
chopsticks
rik-raks
wadding
added hair

(AC5.7) **Advice and recommendations:**

additional services
additional products

Unit 302

Creatively style and dress hair

Supporting Information

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for styling and dressing hair to achieve a variety of creative looks.
3. Your Assessor will observe your performance on **6 occasions which must be carried out on different clients**.
 - 3 observations must include hair up techniques
 - 1 observation must include the appropriate use of accessory(ies) or added hair
4. From the range, you must show that you have:
 - used **both** the creative styling and dressing techniques
 - taken account of **all** the factors
 - given **all** advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

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

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

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

Unit 303

Creative hair colour correction services

Unit level:	4
GLH:	137
Unit aim:	This standard is about the advanced skills necessary to determine and correct more complex colouring problems. To achieve this standard, you must be able to remove artificial colour, remove bands of colour, recolour lightened hair, recolour hair that has had artificial colour removed and correct highlights and lowlights.
Assessment type:	Portfolio and online test OR paper-based short answer question test.

Learning outcome

The learner will:

- 1 Be able to carry out creative hair colour correction services

Assessment criteria

The learner can:

- 1.1 Prepare for hair colour correction services
 - a protect your client's clothing throughout the service
 - b ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements
- 1.2 Apply safe and hygienic methods of working throughout services
 - a maintain your responsibilities for health and safety throughout the service
 - b wear personal protective equipment when carrying out **colour correction** services
 - c position your client to meet the needs of the service without causing them discomfort
 - d ensure your own posture and position whilst working to minimise fatigue and the risk of injury
 - e keep your work area clean and tidy throughout the service
 - f remove waste immediately at the end of the service
 - g use working methods that: minimise the risk of cross-infection
 - h use working methods that ensure the use of clean resources
 - i minimise the risk of harm or injury to yourself and others
 - j follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
 - k dispose of waste materials
- 1.3 Analyse and evaluate hair colour problems

- a use the correct methods to establish:
 - i the nature and extent of the colouring problem
 - ii any contraindications to the service
 - iii the condition of your client's hair, skin and scalp
 - iv the extent of artificial colour and natural colour on the one head
 - v the most suitable colour correction techniques
 - b conduct a range of tests on your client's hair and skin following manufacturer's instructions and recognised industry procedures
 - c take a suitable course of action when contra-indications and or reactions to tests cause doubts as to the suitability of the service for the client
- 1.4 Consult with clients about services and outcomes of **tests**
- a identify from your client's previous records, when available, their hair colouring and/or lightening history and how this may affect the colour correction service
 - b ask your client questions to identify if they have any contra-indications to the colour correction service
 - c ask your client questions to gather information on their colouring and or lightening problems and the result they would like to see
 - d record your client's responses to questioning
 - e record the outcomes of tests on the client's record
- 1.5 Confirm with clients the desired effect
- a identify the available service options and products for resolving your client's colouring and or lightening problem(s) based on the results of your analysis.
- 1.6 Carry out lightening services
- a use **lightening application** techniques suitable for achieving the required look and following manufacturers instructions
 - b combine and place products in a way that complements the hair style
 - c adapt your techniques taking account of the Factors which will influence the achievement of the required effect
 - d use techniques that minimise the risk of products being spread to your client's skin, clothes and surrounding areas
 - e apply lightener
 - f constantly monitor:
 - i lightener development
 - ii condition of the hair
 - iii scalp sensitivity
 - iv condition of the lightener
 - g take strand and elasticity Tests at frequent and regular intervals
 - h resolve any problems occurring during the lightening process using the relevant corrective action
 - i ensure the application of toners to lightened hair achieves the desired effect, when used
 - j achieve the desired lightening effects which is to the satisfaction of your client
 - k remove lightener from the hair to minimise discomfort to your client and damage to the hair and scalp

- l ensure the application of toners to lightened hair achieves the desired effect, when required
- 1.7 Creative colour conversion services
 - a using creative sectioning techniques to personalise the colour result and enhance the finished look
 - b toning through bespoke creative formulation, colour blending/shading
- 1.8 Evaluate the suitability of products, tools and equipment for hair colour correction services
 - a prepare your client's hair in a way suitable for the:
 - i products to be used
 - ii colour correction service required
 - iii method of application
 - b choose products, tools and equipment based on the results of necessary tests, consultation with your client and the **factors** likely to influence the service
 - c prepare products to meet the manufacturers' instructions
- 1.9 Carry out the hair colour correction services
 - a the most suitable colour correction techniques
 - b minimise the wastage of **products**
 - c make effective use of your working time
 - d promote environmental and sustainable working practices
 - e complete the service within a commercially viable time
 - f apply the type and quantity of product to meet the requirements of your analysis and the required result
 - g section the hair accurately
 - h use application techniques that minimise the risk of colour being spread to the client's skin, clothes and surrounding areas
 - i frequently monitor the development of the product, taking strand and elasticity tests as required
 - j modify and adapt your planned course of action to resolve any unforeseen problems
 - k remove the products at the right time in a way that minimises discomfort to your client, damage to the hair and scalp
 - l remove products without disturbing hair which is still developing
 - m correct highlight and or lowlight problems whilst retaining highlight and lowlight effects
 - n achieve the degree of colour correction anticipated and agreed with your client.
- 1.10 Provide clients with **advice and recommendations** on the service(s) provided
 - a present suitable options for a course of action in a way your client will understand
 - b base your recommendations for a suitable course of action on the results of your analysis
 - c explain the likelihood of achieving and maintaining the colour change to your client
 - d clearly explain any restrictions your recommendations may place on further hairdressing services
 - e inform your client of the likely cost, duration and expected outcome of the colour correction service

- f gain and record your client's agreement to the service, products and anticipated outcome.
 - g give your client suitable reassurance, when necessary
 - h give your client advice and recommendations on the service provided
-

Range

(AC1.2) **Colour correction:**

- removing artificial colour
- removing bands of colour
- recolouring hair treated with lightener using pre-pigmentation and colour
- recolouring hair that has had artificial colour removed
- correcting highlights and lowlights

(AC1.4) **Tests:**

- skin
- colour test
- incompatibility
- porosity
- elasticity

(AC1.6) **Lightening application techniques**

- full head
- regrowth application
- block lightening on a partial head

(AC1.8) **Factors:**

- hair classifications
- hair characteristics
- temperature
- existing colour of hair
- test results
- strength of hydrogen peroxide
- hair length
- percentage of white hair
- sequence of application
- scalp sensitivity

(AC1.9) **Products:**

- semi-permanent
- quasi-permanent
- permanent
- lighteners
- colour removers for artificial colour

(AC1.10) **Advice and recommendations:**

- how to maintain their colour
- time interval between services
- present and future products and services

Learning outcome

The learner will:

- 2 Understand how health and safety policies and procedures affect hair colour correction services
-

Assessment criteria

The learner can:

- 2.1 Explain responsibilities for **health and safety** in own role
 - a your responsibilities for health and safety as defined by any specific legislation covering your job role
 - b the range of protective clothing and products that should be available to yourself and clients
 - c why it is important to use personal protective equipment
 - e the importance of personal hygiene and presentation in maintaining health and safety in your workplace
 - f the current legal requirements and guidance relating to age restrictions for colour correction services
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
 - a the hazards and risks which exist in your workplace and the safe working practices which you must follow
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services
 - a your salon's requirements for client preparation
 - b how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury
 - c the different types of working methods that promote **environmental and sustainable working practices**
 - d the safety considerations which must be taken into account when colour correcting hair
 - e the correct methods of waste disposal
 - f The importance of using application techniques that minimise the risk of colour being spread to the client's skin, clothes and surrounding areas
- 2.4 Describe contact dermatitis and how it can be prevented
 - a what is contact dermatitis and how to avoid developing it whilst carrying out colouring services
- 2.5 Explain the importance of questioning clients prior to and during services
 - a the importance of determining the nature and extent of the colouring problem
 - b the legal significance of client questioning and the recording of client's responses to questioning
 - c the importance of reviewing and updating client's records with their hair colouring and or lightening history and how this may affect the colour correction service
 - d the importance of gaining and recording your client's agreement to the service, products and anticipated outcome
- 2.6 Explain the importance of preventing cross-infection and cross-infestation
 - a why it is important to keep your work area clean and tidy
 - b the different methods of cleaning, disinfecting and or sterilisation are used in salons
 - c methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation

Range

- (AC2.1) **Health and safety:** Your responsibilities for health and safety as defined by any specific legislation covering your job role
- Health and Safety at Work Act
 - The Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR)
 - The Health and Safety (First Aid) Regulations
 - The Regulatory Reform (Fire Safety) Order
 - The Manual Handling Operations Regulations
 - The Control of Substances Hazardous to Health Regulations (COSHH)
 - The Electricity at Work Regulations
 - The Environmental Protection Act
 - The Management of Health and Safety at Work Regulations
 - The Health and Safety (Information for Employees) Regulations
- (AC2.3) **Environmental and sustainable working practices:** The different types of working methods that promote environmental and sustainable working practices
- reducing waste and managing waste (recycle, reuse, safe disposal)
 - reducing energy usage (energy efficiency hairdryers, low energy lighting, utilising solar panels)
 - reducing water usage and other resources
 - preventing pollution
 - using disposable items (easy dry towels)
 - using recycled, eco friendly furniture
 - using low chemical paint
 - using organic and allergy free hair products
 - using ultra-low ammonia hair colourants
 - using environmentally friendly product packaging
 - choosing responsible domestic products (Fairtrade tea and coffee)
 - encouraging carbon reducing journeys to work

Learning outcome

The learner will:

- 3 Understand the factors that influence hair colour correction services

Assessment criteria

The learner can:

- 3.1 Explain the **factors** that may influence the services
 - a your salon's expected service times for colour correction services
 - b how different factors may impact on colour correction services
- 3.2 Describe ways of dealing with any influencing factors

Range

(AC3.1) **Factors:**

The different factors that must be taken into consideration prior to and during colour correction and how these impact on the service

- hair classifications
- hair characteristics
- temperature
- existing colour of hair
- percentage of white hair
- test results
- strength of hydrogen peroxide
- hair length
- sequence of application
- scalp sensitivity

Learning outcome

The learner will:

- 4 Understand the science of hair colour correction services

Assessment criteria

The learner can:

- 4.1 Describe how to recognise contra-indications and how they affect colouring and lightening services
 - a the importance of recognising any **contra-indications** and why the contra-indications can affect the delivery of the colour correction service
- 4.2 Explain why it is important to test the hair and scalp prior to and during colouring and lightening
 - a the importance of following manufacturers' instructions for skin sensitivity tests and the potential consequences of failing to carry out these tests
- 4.3 Describe when and how colouring and lightening tests are carried out
 - a the types and purposes of tests
 - b when and how tests should be carried out and the importance of recording test results

- 4.4 Explain how test results influence the correction service
 - a how the results of tests can influence the colour correction services
 - b the courses of action to take in the event of adverse reactions to tests
 - 4.5 Explain the principles of colour selection and colour correction
 - a the principles of colour selection, including the International Colour Chart (ICC)
 - b the principles of colour correction
 - c how the type and distribution of melanin creates natural hair colour
 - 4.6 Explain the effects on the hair structure of colour correction products
 - a the effects on the hair of different colour correction products
 - b what is meant by the term 'oxidation'
 - c how oxidation agents affect the natural and artificial colour pigments
 - d how the different strengths of hydrogen peroxide affect colouring and lightening
 - e the importance of restoring the hair's pH balance after the colour correction service
 - 4.7 Explain the effects on the hair structure when pre-softening and pre-pigmenting hair
 - a the reasons for pre-softening and pre-pigmenting hair
 - 4.8 Creative colour
 - a how to create tone, shading and blending
 - b sectioning and application techniques.
 - 4.9 Describe the effects of natural and artificial light on the appearance of hair colour
 - a the effects of light and artificial lighting on the appearance of hair colour
 - 4.10 Explain the effects that temperature has on the colouring and lightening process
 - a effects of temperature on the application and development of colour correction products
-

Range

(AC4.1) **Contra-indications (examples only):**

- The importance of recognising any contra-indications to colour correction services
- history of previous allergic reaction to colouring products
 - other known allergies
 - skin disorders
 - incompatible products
 - medical advice or instructions
 - evident hair damage
 - age restrictions
-

Learning outcome

The learner will:

- 5 Understand the products and techniques used in hair colour correction services

Assessment criteria

The learner can:

- 5.1 Identify the tools, equipment and products available and the effects they achieve
-

- a the range available, service options and products for resolving client's colouring and or lightening problem(s)
 - b the pH values of differing colouring products and lighteners
 - c the types of tools, materials and equipment used for colour correction and how and when to use them
 - d the different types of colour correction products available and when to use them
- 5.2 Explain methods and techniques used for colour correction
- a methods of applying and removing colour correction products
 - b how and why pre and post treatments should be used when carrying out colour correction services
 - c why it is important to avoid disturbing areas still processing when removing products from developed areas
 - d the importance of sectioning hair accurately for the colour correction service
 - e how to use creative sectioning techniques to personalise the colour result and enhance the finished look
 - f methods of pre-softening and pre-pigmenting hair
 - g how to remove artificial colour
 - h how to remove bands of colour
 - i how to recolour hair previously treated with lighteners using pre-pigmentation and permanent colour
 - j how to recolour hair that has had artificial colour removed
 - k how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage
 - l why it is important to leave the hair and scalp free of colour correction products
 - m the importance of restoring the hair's pH balance after the colour correction service
- 5.3 Explain the importance of following salon and manufacturers' instructions during colour correction services
- a suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow
 - b the importance of following manufacturers' instructions when measuring and mixing colour correction products
- 5.4 Explain the types and causes of colour correction problems
- a the potential problems of using colour correction products on previously chemically treated hair
 - b how to remove artificial colour
 - c how to recolour hair previously treated with lighteners using pre-pigmentation and permanent colour
 - d how to recolour hair that has had artificial colour removed
 - e the types and causes of colour correction problems that may occur during processing and how to rectify them
- 5.5 Describe ways of dealing with colour correction problems
- a how to correct highlights and lowlights whilst retaining a highlight and lowlight effect
- 5.6 Outline the importance of using products cost effectively
- a the importance of using products economically

- 5.7 Explain the importance of providing clients with **advice and recommendations** on products and services provided in the salon
- a methods of presenting options for a course of action based on your analysis in a way the client will understand
 - b the importance of explaining the likelihood of achieving and maintaining the colour change to the client
 - c the importance of informing your client of the likely cost, duration and expected outcome of the colour correction service and any restrictions your recommendations may place on further hairdressing services
 - d the importance of providing advice and recommendations on the products and services provided in the salon
-

Range

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

Unit 303

Creative hair colour correction services

Supporting Information

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for hair colour correction services.
3. Your Assessor will observe your performance on **at least 6 occasions on different clients**.
4. From the range, you must show that you have:
 - carried out **4 out of the 5** the types of colour correction
 - Carried out **all** lightening application techniques used 4 out of the 5 types of products
 - carried out **all** tests
 - considered **all** the factors
 - given **all** advice and recommendations.
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

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

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written assignments
- Oral questions
- Assignments
- Case studies
- Professional discussion

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

Unit 304

Provide client consultation services

Unit level:	3
GLH:	68
Unit aim:	This unit is about providing a comprehensive consultation and advisory service to clients. Client consultation is critical to the success of all technical services ensuring that you fully engage with your client to meet their needs and expectations.
Assessment type:	Portfolio and online test OR paper-based short answer question test.

Learning outcome

The learner will:

- 1 Be able to provide consultation for hair services

Assessment criteria

The learner can:

- 1.1 Prepare for the consultation services
 - a Use visual aids to present clients with suitable ideas to help them reach a decision
 - b Ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements
 - c Identify from your client's previous records, when available, any factors likely to affect future services
- 1.2 Carry out consultation services
 - a Use **consultation techniques** in a courteous and supportive manner
 - b Ask relevant questions in a way your **client** will understand
 - c Encourage your client to express their wishes, views and concerns and allow sufficient time for them to do this
 - d Conduct visual checks and any necessary tests on the hair, skin and scalp to meet specified procedures
 - e Identify **factors limiting or affecting services** and the choice of products
 - f Deal with analysis problems
 - g Ensure your client records are up-to-date, accurate and complete
- 1.3 Analyse hair and scalp
 - a Base recommendations on the outcomes of your analysis of the client's hair characteristics and hair classifications, skin and scalp condition
- 1.4 Provide clients with advice and recommendations

- a Explain the **implications** of agreed hairdressing services in a way your client can understand
- b Recommend suitable **courses of action** if your client's needs cannot be met
- c Reflect, clarify and review products and service options available to the client
- d Agree services, products and outcomes that are acceptable to your client and meet their needs
- e Base recommendations on the outcomes of your analysis of the client's **hair characteristics** and **hair classifications**, skin and scalp condition
- f Make suggestions about alternative services and products if you decide your client's requirements are unrealistic
- g Identify your client's current hair care regime
- h Explain the impact of your client's current hair care regime on future hairdressing services
- i Give your client advice on ways of improving their current hair care regime

Range

(AC1.2) **Consultation techniques:**

Questioning
Observation

(AC1.2) **Client:**

New
Regular

(AC1.2) **Factors limiting or affecting services:**

adverse hair, skin and scalp conditions
incompatibility of previous services and products used
client's lifestyle
test results

(AC1.4) **Implications:**

Cost and frequency of maintenance
Limitations to other services
Changes to their existing hair and scalp care regime

(AC1.4) **Courses of action:**

offering information, advice and guidance
referral to sources of support in line with your salons procedure

(AC1.4) **Hair characteristics:**

hair density
hair texture
hair elasticity
hair porosity
hair condition
hair growth patterns

(AC1.4) **Hair classification:**

Type 1 – straight hair
Type 2 – wavy hair
Type 3 – curly hair
Type 4 – very curly hair

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 Outline responsibilities for health and safety in own role
 - a Your responsibilities under current relevant **health and safety legislation** and any other relevant legislation
 - b Your responsibilities and reasons for maintaining your own personal hygiene, protection and appearance
 - c Salon procedures and manufacturers' instructions in relation to conducting tests
- 2.2 Explain the importance of following current relevant legislation
 - a The importance of not discriminating against clients with illnesses and disabilities and why
 - b Your legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services
 - c The importance of confirming and recording the course of action that is to be taken for the client
 - d How to complete the client records used in your organisation and the importance and reasons for gaining client consent
 - e The importance of the correct completion, storage and security of client records
 - f The importance of confidentiality and what might happen if this is not maintained
- 2.3 Describe how to communicate effectively when carrying out consultation services
 - a The importance of creating a setting in which clients feel comfortable
 - b How to explore clients' expectations, concerns and needs and explain any service limitations
 - c The importance and means of showing the client courtesy, empathy and sensitivity throughout their visit
 - d How to use effective consultation techniques when communicating with clients from different cultural and religious backgrounds, age, disabilities and gender
 - e The importance of engaging in conversation and making openings in conversations to encourage clients to speak
 - f The different types of visual aids that can support client consultation
 - g The cost and frequency of maintenance for all services
 - h The duration, commitment and time required to carry out and maintain services
 - i The implications of changes to their existing hair and scalp regime
 - j The importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist
 - k The limits and boundaries of your duties and responsibilities and why it is important to explain these to the client
 - l The importance of providing **advice and recommendations** on the products and services provided in the salon

- m How to maintain their agreed style
 - 2.4 Explain the roles and responsibilities of specialist service providers
 - a The types of additional sources of services, treatments and support that may be of interest to clients
 - b Your salon's policy for referring clients to other salons, sources and professionals
 - c The role of the other professional such as pharmacist, trichologist, general practitioner, and the specialist services they can offer
-

Range

(AC2.2) **Health and safety legislation:**

Your responsibilities under current relevant health and safety legislation, standards and guidance such as Health and Safety at Work Act and other relevant legislation

- Health and Safety at Work Act
- The Reporting of injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire Safety) order
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations (COSHH)
- The Electricity at work Regulations
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (information for Employees) Regulations
- Data Protection Act
- Working Time Directives
- Cosmetic Products Regulations
- Sale of Goods Act
- Distance Selling Act (replaced in June 2014 by Consumer Contracts Regulations)
- Trade Descriptions Act
- Consumer Protection legislation
- Disability Discrimination Act

(AC2.3) **Advice and recommendations:**

additional services
additional products

Learning outcome

The learner will:

- 3 Understand the science of hair, skin and scalp

Assessment criteria

The learner can:

- 3.1 Describe different hair characteristics and classifications, and how they affect services and the choice of products
 - a How different types of hair characteristics impact on products and services
 - b How different types of hair classification impact on products and services
 - 3.2 Explain the structure and function of hair and skin
 - a The basic structure of hair and skin
-

- 3.3 Describe the growth cycle of hair
 - a The growth cycle of hair
 - 3.4 Explain why it is important to identify factors that may limit or affect services
 - 3.5 Explain how factors may limit or affect services and choice of products
 - a How different **factors limit or affect the services** and products that can be offered to clients
 - 3.6 Describe when and how tests are carried out
 - a The types and purposes of tests
 - 3.7 Explain how test results influence services
 - a The importance of carrying out tests and the potential consequences of failing to do so
 - 3.8 Describe how to recognise adverse hair, skin and scalp conditions and their possible causes
 - a How to visually recognise **adverse hair and scalp conditions**
-

Range

(AC3.5) **Factors limiting or affecting services:**

- How different factors limit or affect the services and products that can be offered to clients
- adverse hair, skin and scalp conditions
 - incompatibility of previous services and products used
 - client's lifestyle
 - test results

(AC3.8) **Adverse hair and scalp conditions:**

How to visually recognise adverse hair and scalp conditions and contra-indications:

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

Unit 304

Provide client consultation services

Supporting Information

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You will need to demonstrate in your everyday work that you have met the standard for developing client consultancy skills.
3. Your Assessor will observe these aspects of your performance as part of all technical observations and will be recorded on **at least 5 occasions. These recorded observations must cover different technical services.**
4. From the range statement, you must show you:
 - have consulted with new and regular clients
 - have used **all** the means of identifying clients' wishes
 - have adapted your advice to take into account the factors limiting or affecting services
 - have identified or can describe the problems.
 - have taken into account **all** hair characteristics
 - used **3 of the 4** classifications
 - given **all** the advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

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

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

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

Unit 305

Smoothing and strengthening systems

Unit level:	3
GLH:	93
Unit aim:	The purpose is about smoothing and strengthening systems, giving learners an understanding of the technology, application methods and outcomes of the services. Learners will explore the different categories of products available, study the different technologies and understand the effects of each product on the hairs' structure. Learners will recognise how different products can be used to achieve a variety of techniques on all hair classifications
Assessment type:	Portfolio and assignment.

Learning outcome

The learner will:

- 1 Be able to carry out hair smoothing and strengthening services

Assessment criteria

The learner can:

- 1.1 Prepare for hair smoothing and strengthening services
 - a protect your client's clothing throughout the service
 - b ensure your personal hygiene, protection and appearance meets accepted industry and organisational requirements
- 1.2 Apply safe and hygienic methods of working throughout services
 - a maintain your responsibilities for health and safety throughout the service
 - b wear personal protective equipment when carrying out smoothing and strengthening services
 - c position your client to meet the needs of the service without causing them discomfort
 - d ensure your own posture and position whilst working to minimise fatigue and the risk of injury
 - e keep your work area clean and tidy throughout the service
 - f remove waste immediately at the end of the service
 - g use working methods that minimise the risk of cross-infection
 - h use working methods that ensure the use of clean resources
 - i minimise the risk of harm or injury to yourself and others
 - j follow workplace and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
 - k dispose of waste materials

- 1.3 Adapt smoothing and strengthening systems to take account of relevant factors that may affect services and problems that may occur
- a different types of **hair classifications**
 - b different **hair characteristics**
 - c any contraindications to the service
 - d the condition of your client's hair, skin and scalp
 - e the impact that the **clients features** may have on the finished look
 - f the clients requirements and lifestyle
 - g how to resolve problems that may occur during hair smoothing and strengthening services
- 1.4 Carry out the smoothing and strengthening services
- a on a range of different range of hair classifications
 - b the types of tools and equipment that can be used to smooth and strengthen hair
 - c the different **smoothing and strengthening systems**
 - d section the hair and work cleanly and methodically for an even application of the smoothing and strengthening products
 - e frequently monitor the development of the product, taking strand and elasticity tests as required
 - f remove the products at the right time in a way that minimises discomfort to your client, damage to the hair and scalp
 - g correct **techniques** to be used during the application of heat
 - h minimise heat damage to the hair during thermal straightening
 - i achieve the degree of smoothing and strengthening anticipated and agreed with your client
 - j the importance of using products economically and minimising waste
- 1.5 Provide clients with **advice and recommendations** on the service(s) provided
- a present suitable options for a course of action in a way your client will understand
 - b base your recommendations for a suitable course of action on the results of your analysis
 - d clearly explain any restrictions your recommendations may place on further hairdressing services
 - e inform your client of the likely cost, duration and expected outcome of the smoothing and strengthening service
 - f gain and record your client's agreement to the service, products and anticipated outcome
 - g give your client suitable reassurance, when necessary
 - h give your client advice and recommendations on the service provided

Range

(AC 1.3) **Hair classifications**

Type 2 wavy hair

Type 3 curly hair

Type 4 very curly hair

(AC 1.3) **Hair characteristics**

density
texture
elasticity
porosity
condition
growth patterns
length

(AC 1.3) **Clients features**

facial features
head
face and body shape

(AC 1.4) **Smoothing and strengthening systems**

maximum volume reduction
volume control
curl management
conditioning effects

(AC 1.4) **Techniques:**

Section sizes
Degree of tension

(AC 1.5) **Advice and recommendations**

How to maintain the look
Suggested time interval between services

Learning outcome

The learner will:

2. Understand how health and safety policies affect smoothing and strengthening services

Assessment criteria

The learner can:

- 2.1 Explain responsibilities for health and safety in own role
- a your responsibilities for health and safety as defined by any specific legislation covering your job role
 - b the range of protective clothing and products that should be available to yourself and clients
 - c why it is important to use personal protective equipment
 - d the importance of personal hygiene and presentation in maintaining health and safety in your workplace
- 2.2 Describe the potential hazards and possible risks that may occur in the workplace and affect services
- a the hazards and risks which exist in your workplace and the safe working practices which you must follow
- 2.3 Describe safe and hygienic working methods and practices that must be followed throughout the services

- a your salon's requirements for client preparation
 - b how the position of your client and yourself can affect the desired outcome and reduce fatigue and the risk of injury
 - c the different types of working methods that promote environmental and sustainable working practices
 - d the safety considerations which must be taken into account when smoothing and strengthening hair
 - e the correct methods of waste disposal
 - f the importance of using application techniques that minimise the risk of product being spread to the client's skin, clothes and surrounding areas
- 2.4 Describe contact dermatitis and how it can be prevented
- a what is contact dermatitis and how to avoid developing it whilst carrying out smoothing and strengthening services
- 2.5 Explain the importance of questioning clients prior to and during services
- a the importance of determining the nature and extent of the any problems or concerns
 - b the legal significance of client questioning and the recording of client's responses to questioning
 - c the importance of reviewing and updating client's records with their hair smoothing and strengthening system used.
 - d the importance of gaining and recording your client's agreement to the service, products and anticipated outcome
- 2.6 Explain the importance of preventing cross-infection and cross-infestation
- a why it is important to keep your work area clean and tidy
 - b the different methods of cleaning, disinfecting and or sterilisation are used in salons
 - c methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation

Learning outcome

The learner will:

- 3 Understand the scientific principles of smoothing and strengthening systems

Assessment criteria

The learner can:

- 3.1 Describe how to recognise contra-indications and how they may affect the smoothing and strengthening service
- a how and why the contra-indications can affect the delivery of the smoothing and strengthening service Explain how hair and scalp analysis can affect the choice of products and tools
- 3.2 Explain why it is important to test the hair and scalp prior to and during the smoothing and strengthening service
- a potential consequences of failing to conduct tests
 - b why it is important to record test results
- 3.3 Explain how test results influence the smoothing and strengthening service
- a how the hair and scalp analysis can affect the choice of products used.

- b how the results of tests can influence the smoothing and strengthening service
 - c the course of action to take in the event of adverse reactions to tests and the contra-indications in the range
- 3.4 Explain how different products affect the hair structure
- a the effects of smoothing and strengthening products on the hair structure
 - b how Amino acid complexes and formaldehyde/aldehyde behave to change the hair structure.
- 3.5 The types of smoothing and strengthening systems, products, tools and equipment, their application, and removal
- 3.6 Explain the effects of thermal styling tools during the service
- a the effects of thermal infusion on the hair structure
 - b the importance of working methodically
- 3.7 Maintenance and aftercare including future services and products
-

Learning outcome

The learner will:

- 4 Understand the factors that influence smoothing and strengthening services

Assessment criteria

The learner can:

- 4.1 Explain the **factors** that may influence the services
- a your salon's expected service times for smoothing and strengthening services
 - b the different factors that must be taken into consideration prior to and during smoothing and strengthening and how these impact on the service
 - c the importance of exploring and confirming the details of the service prior to starting
 - d the importance of exploring and confirming the details of the service using visual aids
 - e the importance of ensuring client is aware what the agreed service will entail and its likely cost and duration.
- 4.2 Describe ways of dealing with any influencing factors
-

Range

(AC 4.1) **Factors:**

- hair classifications
 - hair characteristics
 - head, face and body shape
 - temperature
 - existing colour of hair
 - percentage of white hair
 - test results
 - hair length
 - sequence of application
 - scalp sensitivity
-

Unit 305

Smoothing and strengthening systems

Supporting Information

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for smoothing and strengthening services.
3. Your Assessor will observe your performance on **at least 4 occasions on different clients**.
4. From the range you must show that you have:
 - carried out **all** the types of smoothing and strengthening systems
 - covered **2 of the 3** hair classifications
 - carried out **all** tests
 - considered **all** factors
 - given **all** advice and recommendations
5. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

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

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

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

Unit 306 Use fashion forward trends in hair to create a collection of hairstyle looks

Unit level:	4
GLH:	63
Unit aim:	This standard is about developing your creative skills in a way that enhances your own professional profile. The ability to research, fashion trends, plan and create a collection of hairstyle looks in conjunction with others is required in this standard. Evaluation of the results and how your design image may be adapted for commercial use also forms an important part of this standard.
Assessment type:	Portfolio and assignment.

Learning outcome

The learner will:

- 1 Be able to plan and develop a collection of hairstyle looks

Assessment criteria

The learner can:

- 1.1 Research fashion trends, themes and designs
 - a identify the intended **activity** for which the images are required
 - b use suitable sources of information to research ideas on themes for design
 - c identify **creative information** to create your design plan
 - d plan, design, create, produce and present a fashion forward hairstyle collection
 - e identify the purpose and message of the given collection
 - f analyse factors influencing the design and creation of the **collection of hairstyle looks** including the target audience
- 1.2 Create design plans for hair images
 - a create a design plan which has clearly defined objectives:
 - i suitable for your chosen range of images
 - ii clearly defines the roles and responsibilities of others involved
 - iii takes account of budgetary constraints
 - iv defines all resources required
 - v states how risks to health and safety can be reduced
 - vi takes account of foreseeable problems and ways of resolving them
 - vii lists any venue requirements, if applicable
 - b agree your design plan with the **relevant person(s)**
- 1.3 Produce a range of creative hair images
 - a communicate with others involved throughout the implementation of your design plan

- b adapt your design plan to meet any changed circumstances
 - c demonstrate the innovative application of **techniques** to achieve the design image
 - d use additional media to complement the design image, when required
 - e follow safe and effective working methods when creating the design image
 - f ensure the finished image meets your agreed design plan
 - g ensure the finished image and its presentation clearly shows the innovative features of your design and enhances your professional profile
- 1.4 Evaluate images against design plans
- a seek feedback from relevant person(s) on the impact of your image and its effectiveness in meeting your design plan
 - b evaluate your own performance against your objectives to identify how and where it could be improved
 - c evaluate how the design image may be adapted for commercial use
- 1.5 Present and promote the collection internally using a visual medium
- 1.6 Evaluate the results of the collection against the research results to improve further practice

Range

(AC1.1) Creative information

consumer media
 trade media
 social media
 internet
 film
 shows and exhibitions
 catwalk shows
 red carpet looks
 past hair and or fashion trends
 historical/culture

(AC1.1) Activity:

photographic
 shows
 competition work

(AC1.1) Collection of hairstyle looks

using precision cutting techniques
 using advanced colouring techniques.
 using creative styling and dressing techniques.

(AC1.2) Relevant person(s):

line manager
 colleagues
 audience

(AC1.3) Techniques:

cutting
 perming
 relaxing
 colouring
 styling and dressing
 adding hair
 plaiting
 twisting
 locking

- shaving
 - creating patterns in hair
 - (AC1.3) **Additional media:**
 - accessories
 - clothes
 - make-up
-

Learning outcome

The learner will:

- 2 Understand how health and safety policies and procedures affect the creation of images for promotional activities

Assessment criteria

The learner can:

- 2.1 Explain responsibilities for **health and safety** in own role
 - a how and if local bye-laws and legislation may limit your use of tools and equipment
 - b health and safety procedures applicable to any venue you use
 - 2.2 Describe the potential hazards and possible risks that may occur
 - a the potential hazards you must consider when working at any venue
 - b the steps that should be taken to minimise risks when working at any venue
 - 2.3 Describe the safety considerations that relate to venues
 - a any venue requirements likely to affect your plans
-

Range

(AC2.1) **Health and safety:**

How and if local bye laws and legislation may limit your use of tools and equipment and health and safety procedures applicable to any venue you use:

Health and Safety at Work Act

The Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR)

The Health and Safety (First Aid) Regulations

The Regulatory Reform (Fire Safety) Order

The Manual Handling Operations Regulations

The Control of Substances Hazardous to Health Regulations (COSHH)

The Electricity at Work Regulations

The Environmental Protection Act

The Management of Health and Safety at Work Regulations

1The Health and Safety (Information for Employees) Regulations

Data Protection Act

Working Time Directives

Cosmetic Products Regulations

Sale of Goods Act

Distance Selling Act (replaced in June 2015 by Consumer Contract Regulations)

Trade Descriptions Act

Consumer Protection legislation

Learning outcome

The learner will:

- 3 Understand the factors that influence the planning and presentation of creative hair designs

Assessment criteria

The learner can:

- 3.1 Describe the purpose and value of details and accurate planning
 - a how to identify and develop a theme as a basis for a hairdressing design image
 - b the importance of detailed and accurate planning
 - c the importance of communicating and agreeing design plans
 - d sources of creative information and inspiration for design ideas and how to access them such as historical, cultural and fashion
 - e the range and availability of resources
 - f where to obtain resources
- 3.2 Describe the factors that must be considered when planning promotional activities
 - a the importance of setting and working to a budget
- 3.3 Describe the common problems associated with promotional activities and how to deal with them
 - a the common problems associated with photographic shoots, hair shows and competitions such as staffing, tools and equipment breakdowns and time overruns and how to resolve them
- 3.4 Explain the principles of design and presentation
 - a basic principles of design, scale and proportion when creating an image
- 3.5 How to create the collection of hairstyle looks using a range of models and methods of recording the collection

Learning outcome

The learner will:

- 4 Understand the tools, equipment, products and techniques used to create hair designs

Assessment criteria

The learner can:

- 4.1 Describe the range of tools, equipment and additional media available
 - a ways in which additional media can be used to complement the overall design image
 - b the types of products, tools and equipment available and the effects they can create
- 4.2 Explain the importance of following salon and manufacturers' instructions for products, tools and equipment
 - a the manufacturers' instructions for the specific products, tools and equipment you intend to use
- 4.3 Explain the importance of techniques used when creating hair designs
 - a the importance of presenting your final results in a professional way

- b current techniques for creatively styling, dressing and finishing hair
 - c the types of non-conventional items that may be used when styling hair and the effects they can create
- 4.4 Explain the importance of confidential and effective communication
- a the importance of effective communication
 - b how and when to participate in discussions and move them forward
 - c how to make openings in conversations to encourage people to speak
 - d ways of visually presenting your design image effectively to others
- 4.5 Explain the purpose of evaluating own performance
- a the purpose of evaluation activities
 - b the areas on which you should collect feedback
 - c methods of gaining feedback from others
 - d the potential commercial benefits that can arise from creative hair design work

Unit 306 Use fashion forward trends in hair to create a collection of hairstyle looks

Supporting Information

Evidence requirements

1. Simulation is not allowed for any performance evidence within this unit.
2. You must practically demonstrate in your everyday work that you have met the standard for developing and enhancing your creative skills.
3. You must produce evidence of creating and evaluating **3 different hair style collections**.
4. Your assessor will observe your performance on **at least 1 occasion**.
5. From the range, you must show that you have:
 - covered at least **1 of the types of activities**
 - used **6 out of the 10** sources of creative information
 - covered **3 different hairstyle collections**
 - involved at least **all** relevant people
 - used at least **4 out of the 11** techniques
 - used at least **all** types of additional media
6. However, you must prove to your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all the items in this range.

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

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

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

Appendix 1 Mandatory Core Skills and Knowledge

Professionalism and values

The learner will be able to:

- 1 demonstrate professionalism
- 2 demonstrate a passion for the industry and industry knowledge
- 3 commitment to quality
- 4 a positive attitude
- 5 work in a team
- 6 work under pressure
- 7 observe time management and self-management
- 8 a positive attitude
- 9 show a willingness to learn
- 10 complete services in a commercially viable time and to a high standard
- 11 meet organisational and industry standards of appearance
- 12 observe professional ethics and conduct
- 13 ensure personal hygiene and protection meets accepted industry and organisational requirements
- 14 adherence to workplace, suppliers or manufacturers' instructions for the safe use of equipment, materials and products

The learner will know and understand:

- 1 industry codes of practice and ethics
- 2 quality assurance systems
- 3 time management principles
- 4 self-management principles
- 5 commercially viable times for the completion of services
- 6 industry and organisational standards of appearance
- 7 the importance of continuing professional development, equality and diversity

Behaviours and communication

The learner will be able to:

- 1 greet clients in a friendly manner
- 2 choose the most appropriate way of communicating with clients
- 3 be helpful and courteous at all times
- 4 adapt behaviour in response to each client
- 5 respond promptly to clients' questions and comments and to clients seeking assistance
- 6 establish client expectations and needs
- 7 explain clearly any reasons why the client's needs or expectations cannot be met
- 8 keep the client informed
- 9 give clients information about services or products offered by the salon
- 10 willingly undertake wider salon duties, including sales and reception duties when required
- 11 demonstrate good verbal and non-verbal communication skills
- 12 provide a positive impression of yourself and your organisation

The learner will know and understand:

- 1 industry and salon standards of behaviour
- 2 how to meet and greet clients
- 3 verbal and non-verbal communication techniques
- 4 client care principles and practices
- 5 how to maintain rapport with clients
- 6 the role of the reception area
- 7 making appointments
- 8 taking payments
- 9 who to refer to with different types of enquiries or problems and when to seek advice
- 10 sale of Goods and Services Act and the Data Protection Act
- 11 how to provide advice and recommendations on the products and services provided in the salon
- 12 customer care and the client journey, including reception, housekeeping, front of house skills
- 13 selling and recommendations (retail)

Appendix 2 Glossary

Glossary

This glossary provides definitions and explanations of terms used across all of the 7004 units.

Amino Acids

Polypeptide chains within the cortex are made up of 18 Amino Acids

Adverse hair, skin and scalp conditions

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

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

Sectioning technique

Includes 6 section and 9 section perm

Conditioning products (examples)

These can include

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

Contra-indications

Conditions that indicate a service should not be carried out.

Cutting terminology

Long graduation cut

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

One length cut

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

Short graduation cut

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

Uniform layer cut

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

Disinfection

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

Effleurage

A gentle stroking movement.

Factors influencing services

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

Fishtail plait

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

Flat twist

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

Freehand

The cutting of hair without holding it in place.

French plait

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

Friction

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

Full neck line

Collar length hair

Hair characteristics

Includes the following:

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

Hair classification (this is a guideline only)

Type 1 – Straight hair

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

Type 2 – Wavy hair

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

Type 3 – Curly hair

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

Type 4 – Very curly hair

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

Heated equipment

eg Heated rollers, tongs, straighteners

Lightening products

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

Limits of own authority

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

Long term hair extensions

Hair extensions which last six weeks or longer

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

Manufacturers' instructions

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

Partial beard

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

Personal presentation

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

Personal Protective Equipment (PPE)

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

Petrissage

Slow, firm, kneading movement.

Pre-perm treatment

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

Quasi-permanent colour

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

Relevant person

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

Resources

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

Rotary

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

Salon requirements

Any hairdressing procedures or work rules issued by salon management

Semi-permanent colour

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

Sensitised hair

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

Special advice prior to visit

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

Sterilisation

The total destruction of microorganisms.

Straight razor

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

Strand test

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

Tapering

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

Temporary hair attachments

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

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

Tests

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

Texturising (by cutting)

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

Texturising (using chemicals)

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

Thermal infusion

Changing the shape of the hair using heated straighteners in combination with acid and keratin based treatments

Traction alopecia

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

Trimmers

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

Vibration

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

Wrap setting

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

Appendix 3 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the [Centre document library](#) on www.cityandguilds.com or click on the links below:

[Centre Handbook: Quality Assurance Standards](#)

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

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

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

[Centre Assessment: Quality Assurance Standards](#)

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

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

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

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

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

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

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

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

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

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