

# Level 2 Awards / Certificates / Diplomas in Hairdressing and Barbering (3002)

Qualification handbook for centres

[www.cityandguilds.com](http://www.cityandguilds.com)  
February 2018  
Version 2.6



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## Qualification handbook for centres

Qualification title	Number	Evolve Number	Ofqual ref.
Level 2 Diploma in Hair Services	3002-20	3002-60	500/8694/7
Level 2 Diploma in Women's Hairdressing	3002-21	3002-61	500/9051/3
Level 2 Diploma in Barbering	3002-22	3002-62	500/8808/7
Level 2 Certificate in Hair Services	3002-23		500/8807/5
Level 2 Certificate in Women's Hairdressing	3002-24		500/9052/5
Level 2 Certificate in Barbering	3002-25		500/8704/6
Level 2 Certificate in Hair Techniques	3002-40		500/9002/1
<ul style="list-style-type: none"> <li>•Cutting Women's Hair</li> <li>•Colouring Hair</li> <li>•Perming Hair</li> <li>•Barbering Techniques</li> <li>•Combined Hair Types Techniques</li> </ul>			
Level 2 Certificate in Hairdressing Reception Duties	3002-41		500/8695/9
Level 2 Certificate in Scalp Massage	3002-42		500/8696/0
Level 2 Award in Health and Safety for the Hair and Beauty Sector	3002-92		500/8640/6
Level 2 Award in Cutting Women's Hair			500/8784/8
Level 2 Award in Colouring and Lightening Hair			500/8673/X
Level 2 Award in Perming Hair			500/8667/4
Level 2 Award in Dressing Hair			500/8848/8
Level 2 Award in Cutting Men's Hair			500/8759/9
Level 2 Award in Create an Image based on a theme in the Hair and Beauty Sector			500/8789/7
Level 2 Award in Scalp Massage			500/8668/6
Level 2 Award in Salon Reception Duties			500/8669/8
Level 2 Award in Working in the Hairdressing Industry			600/5012/3
Level 2 Diploma in Women's and Men's Hairdressing	3002-26	3002-70	600/5151/6

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Version and date	Change detail	Section
V2 July 2012	<p>Level 2 Award in Working in the Hairdressing Industry added under POS 92</p> <p>Level 2 Diploma in Women's and Men's Hairdressing added under POS 26</p> <p>Threading unit 219 added to Level 2 Diploma in Barbering</p> <p>Threading unit 219 Level 2 Certificate in Barbering</p> <p>Unit 219 unit detail added</p>	<p>Introduction &amp; qualification structures</p> <p>Introduction &amp; qualification structures</p> <p>Introduction &amp; qualification structures</p> <p>Introduction &amp; qualification structures</p> <p>Unit specifications</p>
V2.1 Aug 2012	Amendments – Centre requirements + Assessment	Centre requirements Assessment
V2.2 Dec 2012	Corrected RoC of optional units – 3002-26	Structure
V2.3 March 2014	<p>Amended title of (500/8640/6) 3002-92</p> <p>Registration and certification end dates deleted</p>	<p>Introduction and qualification structure</p> <p>Introduction</p>
V2.4 July 2015	Added "Strand test" and "Perm skin test" to range item "Tests" in unit 203	Unit specifications
V2.5 September 2015	Removed reference to development of unit resource list	Resource requirements
V2.6 February 2018	Added TQT and GLH details	Qualification at a Glance, Structure

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# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification titles and level	City & Guilds qualification numbers	City & Guilds qualification numbers with Evolve	Ofqual accreditation numbers
Level 2 Diploma in Hair services	3002-20	3002-60	500/8694/7
Level 2 Diploma in Women's Hairdressing	3002-21	3002-61	500/9051/3
Level 2 Diploma in Barbering	3002-22	3002-62	500/8808/7
Level 2 Certificate in Hair services	3002-23		500/8807/5
Level 2 Certificate in Women's Hairdressing	3002-24		500/9052/5
Level 2 Certificate in Barbering	3002-25		500/8704/6
Level 2 Certificate in Hair Techniques	3002-40		500/9002/1
Level 2 Certificate in Hairdressing Reception Duties	3002-41		500/8695/9
Level 2 Certificate in Scalp Massage	3002-42		500/8696/0
Level 2 Award in Health and Safety for the Hair and Beauty Sector	3002-92		500/8640/6
Level 2 Award in Cutting women's Hair			500/8784/8
Level 2 Award in Colouring and Lightening Hair			500/8673/X
Level 2 Award in Perming Hair			500/8667/4
Level 2 Award in Scalp Massage			500/8668/6
Level 2 Award in Dressing Hair			500/8848/8
Level 2 Award in Cutting Men's Hair			500/8759/9
Level 2 Award in Salon Reception Duties			500/8669/8
Level 2 Award in Create an Image based on a theme in the Hair and Beauty Sector			500/8789/7
Level 2 Award in Working in the Hairdressing Industry			600/5012/3
Level 2 Diploma in Women's and Men's Hairdressing	3002-26	3002-70	600/5151/6

Consult the Walled Garden/Online Catalogue for last registration and certification dates.

The following documents contain essential information on City & Guilds qualifications and should be referred to in conjunction with this handbook. These documents are available on line from [www.cityandguilds.com](http://www.cityandguilds.com).

Publication	Content
<i>Providing City &amp; Guilds qualifications – a guide to centre and qualification approval</i>	This provides detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.
<i>Ensuring quality</i>	This has updates on City & Guilds assessment and policy issues
<i>Walled Garden</i>	This contains details of the qualification structure, registration and certification procedures and fees.

### Qualifications summary

These qualifications are based on National Occupational Standards. They are preparation for work qualifications which require learners to develop skills and knowledge.



## Target Audience & Target Group

### Opportunities for progression

The Level 2 Diplomas/Certificates/Awards in Hairdressing and Barbering are suitable for people who have taken a level 2 or level 1 qualification, and/or have been working in the industry and are looking to accredit their skills and knowledge. These qualifications provide progression opportunities for those with intentions of progressing into a supervisory or more technical role or onto a level 3 qualification.

### Age restrictions

Within the suite of qualifications at Level 2, there are some qualifications that have been identified as **not** suitable for candidates under the age of 16.

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

### Qualifications suitable for 14+ candidates

- 3002 – 20 Level 2 Diploma in Hair services
- 3002 - 23 Level 2 Certificate in Hair services
- 3002 – 41 Level 2 Certificate in Salon Reception Duties
- 3002 – 42 Level 2 Certificate in Scalp Massage
- 3002 – 92 Level 2 Award in Health and Safety for the Hair and Beauty Sector
- 3002 – 92 Level 2 Award in Dressing Hair
- 3002 – 92 Level 2 Award in Create an Image bases on a theme in the Hair and Beauty Sector
- 3002 – 92 Level 2 Award in Scalp Massage
- 3002 – 92 Level 2 Award in Salon Reception Duties

### All qualifications are suitable for 16+ candidates

**3002-20 Level 2 Diploma in Hair Services – 500/8694/7****3002-60 To register for this qualification with Evolve**

A minimum of 41 credits is required to achieve the level 2 Diploma in Hair Services. All mandatory units must be achieved which is 35 credits and a minimum of 6 credits from the optional units.

The recommended GLH is 350 hours.

<b>Mandatory Units (all must be completed)</b>		<b>Credits</b>	<b>GLH</b>
<b>201</b>	Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b>	Follow health and safety in the salon	<b>3</b>	<b>22</b>
<b>203</b>	Client consultation for hair services	<b>3</b>	<b>30</b>
<b>204</b>	Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>205</b>	Promote products and services to clients in a salon	<b>3</b>	<b>28</b>
<b>209</b>	The Art of Dressing hair	<b>5</b>	<b>30</b>
<b>212</b>	Create an Image Based on a theme within the hair and beauty sector	<b>7</b>	<b>60</b>
<b>214</b>	The Art of Colouring hair	<b>7</b>	<b>60</b>
<b>Optional Units – A minimum of 6 credits from the following optional units</b>			
<b>213</b>	Display stock to promote sales in a salon	<b>3</b>	<b>24</b>
<b>215</b>	Scalp massage	<b>4</b>	<b>33</b>
<b>216</b>	Salon reception duties	<b>3</b>	<b>24</b>
<b>217</b>	Style and finish African Type hair	<b>5</b>	<b>45</b>
<b>104</b>	Styling Men's hair (Level 1 unit)	<b>3</b>	<b>30</b>
<b>105</b>	Plaiting and Twisting hair (Level 1 unit)	<b>3</b>	<b>30</b>

## 3002-21 Level 2 Diploma in Women's Hairdressing – 500/9051/3

### 3002-61 To register for this qualification with Evolve

A minimum of 54 credits is required to achieve this Level 2 Diploma in Women's Hairdressing. All mandatory units must be achieved which is 46 credits and a minimum of 8 credits from the optional units.

The recommended GLH is 474 hours.

Mandatory Units (all must be completed)		Credits	GLH
201	Working in the hair industry	4	35
202	Follow health and safety in the salon	3	24
203	Client consultation for hair services	3	30
204	Shampoo and condition the hair and scalp	3	29
205	Promote products and services to clients in a salon	3	28
206	Cut Women's hair	8	75
207	Colour and Lighten hair	10	91
208	Perm and neutralise hair	7	60
209	The Art of Dressing hair	5	30

Optional Units – A minimum of 8 credits from the following optional units			
212	Create an Image Based on a theme within the hair and beauty sector	7	60
213	Display Stock to promote sales in salon	3	24
215	Scalp Massage	4	33
216	Salon Reception Duties	3	24
217	Style and Finish African Type hair	5	45
218	Relax African Type hair	5	44
105	Plaiting and Twisting hair (Level 1 unit)	3	30

## 3002-22 Level 2 Diploma in Barbering – 500/8808/7

### 3002-62 To register for this qualification with Evolve

A minimum of 52 credits is required to achieve this level 2 Diploma in Barbering. All mandatory units must be achieved which is 39 credits and a minimum of 13 credits from the optional units.

The recommended GLH is 465 hours.

<b>Mandatory Units (all must be completed)</b>	<b>Credits</b>	<b>GLH</b>
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>24</b>
<b>203</b> Client consultation for hair services	<b>3</b>	<b>30</b>
<b>204</b> Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>205</b> Promote products and services to clients in a salon	<b>3</b>	<b>28</b>
<b>210</b> Cut men's hair	<b>6</b>	<b>53</b>
<b>211</b> Cut facial hair	<b>4</b>	<b>32</b>
<b>207</b> Colour and lighten hair	<b>10</b>	<b>91</b>
<b>104</b> Styling men's hair (Level 1 unit)	<b>3</b>	<b>30</b>

#### **Optional Units – A minimum of 13 credits from the following optional units**

<b>208</b> Perm and neutralise hair	<b>7</b>	<b>60</b>
<b>212</b> Create an image based on a theme within the hair and beauty sector	<b>7</b>	<b>60</b>
<b>213</b> Display stock to promote sales in a salon	<b>3</b>	<b>24</b>
<b>215</b> Scalp massage	<b>4</b>	<b>33</b>
<b>216</b> Salon reception duties	<b>3</b>	<b>24</b>
<b>218</b> Relax African type hair	<b>5</b>	<b>44</b>
<b>219</b> Provide threading services for hair removal	<b>4</b>	<b>29</b>

## 3002-23 Level 2 Certificate in Hair Services - 500/8807/5

A minimum of 28 credits is required to achieve this level 2 Certificate in Hair Services. All mandatory units must be achieved which is 18 credits and a minimum of 10 credits from the optional units.

The recommended GLH is 238 hours.

<b>Mandatory Units (all must be completed)</b>	<b>Credits</b>	<b>GLH</b>
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>24</b>
<b>203</b> Client consultation for hair services	<b>3</b>	<b>30</b>
<b>204</b> Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>209</b> The Art of Dressing hair	<b>5</b>	<b>30</b>
<b>Optional Units – A minimum of 10 credits from the following optional units</b>		
<b>205</b> Promote products and services to clients in a salon	<b>3</b>	<b>28</b>
<b>212</b> Create an Image Based on a theme within the hair and beauty sector	<b>7</b>	<b>60</b>
<b>214</b> The Art of Colouring hair	<b>7</b>	<b>60</b>
<b>215</b> Scalp Massage	<b>4</b>	<b>33</b>
<b>216</b> Salon Reception Duties	<b>3</b>	<b>24</b>
<b>104</b> Styling Men's hair (Level 1 unit)	<b>3</b>	<b>30</b>
<b>105</b> Plaiting and Twisting hair (Level 1 unit)	<b>3</b>	<b>30</b>

## 3002-24 Level 2 Certificate in Women's Hairdressing – 500/9052/5

A minimum of 28 credits is required to achieve this level 2 Certificate in Women's hairdressing. All mandatory units must be achieved which is 18 credits and a minimum of 10 credits from the optional units.

The recommended GLH is 236 hours.

<b>Mandatory Units (all must be completed)</b>	<b>Credits</b>	<b>GLH</b>
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>24</b>
<b>203</b> Client consultation for hair services	<b>3</b>	<b>30</b>
<b>204</b> Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>209</b> The Art of Dressing hair	<b>5</b>	<b>30</b>
<b>Optional Units – minimum of 10 credits from the following optional units</b>		
<b>206</b> Cut Women's hair	<b>8</b>	<b>75</b>
<b>207</b> Colour and Lighten hair *	<b>10</b>	<b>91</b>
<b>208</b> Perm and neutralise hair	<b>7</b>	<b>60</b>
<b>212</b> Create an Image Based on a theme within the hair and beauty sector	<b>7</b>	<b>60</b>
<b>214</b> The Art of Colouring hair*	<b>7</b>	<b>60</b>
<b>205</b> Promote products and services to clients in a salon	<b>3</b>	<b>28</b>
<b>215</b> Scalp Massage	<b>4</b>	<b>33</b>
<b>216</b> Salon Reception Duties	<b>3</b>	<b>24</b>
<b>105</b> Plaiting and Twisting hair (Level 1 unit)	<b>3</b>	<b>30</b>
<b>* These units may not be taken together</b>		

### 3002-25 Level 2 Certificate in Barbering – 500/8704/6

A minimum of 28 credits is required to achieve this level 2 Certificate in Barbering. All mandatory units must be achieved which is 13 credits and a minimum of 15 credits from the optional units.

The recommended GLH is 238 hours.

<b>Mandatory Units (all must be completed)</b>	<b>Credits</b>	<b>GLH</b>
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>24</b>
<b>203</b> Client consultation for hair services	<b>3</b>	<b>30</b>
<b>204</b> Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>Optional Units – minimum of 15 credits from the following optional units</b>		
<b>205</b> Promote products and services to clients in a salon	<b>3</b>	<b>28</b>
<b>207</b> Colour and lighten hair *	<b>10</b>	<b>91</b>
<b>208</b> Perm and neutralise hair	<b>7</b>	<b>60</b>
<b>210</b> Cut men's hair	<b>6</b>	<b>53</b>
<b>211</b> Cut facial hair	<b>4</b>	<b>32</b>
<b>212</b> Create an image based on a theme within the hair and beauty sector	<b>6</b>	<b>60</b>
<b>214</b> The art of colouring hair *	<b>7</b>	<b>60</b>
<b>215</b> Scalp massage	<b>4</b>	<b>33</b>
<b>216</b> Salon reception duties	<b>3</b>	<b>24</b>
<b>219</b> Provide threading services for hair removal	<b>4</b>	<b>29</b>
<b>104</b> Styling men's hair (Level 1 unit)	<b>3</b>	<b>30</b>

**\* These units may not be taken together**

## 3002-40 Level 2 Certificates in Hair Techniques - 500/9002/1

The units included in these qualifications are shown below. To achieve full certification, candidates must complete all units.

Cutting Women's hair	Credit	GLH
<b>Units (all must be completed)</b>		
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>22</b>
<b>204</b> Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>206</b> Cut Women's hair	<b>8</b>	<b>75</b>
<b>209</b> The Art of Dressing hair	<b>5</b>	<b>30</b>
	<b>23</b>	<b>193</b>

Colouring hair	Credit	GLH
<b>Units (all must be completed)</b>		
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>22</b>
<b>204</b> Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>207</b> Colour and Lighten hair	<b>10</b>	<b>91</b>
<b>209</b> The Art of Dressing hair	<b>5</b>	<b>30</b>
	<b>25</b>	<b>209</b>

Perming hair	Credit	GLH
<b>Units (all must be completed)</b>		
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>22</b>
<b>204</b> Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>208</b> Perm and neutralise hair	<b>7</b>	<b>60</b>
<b>209</b> The Art of Dressing hair	<b>5</b>	<b>30</b>
	<b>22</b>	<b>176</b>

Barbering Techniques	Credit	GLH
<b>Units (all must be completed)</b>		
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>22</b>
<b>204</b> Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>104</b> Styling Men's hair	<b>3</b>	<b>30</b>
<b>210</b> Cut Men's hair	<b>6</b>	<b>53</b>
<b>211</b> Cut Facial Hair	<b>4</b>	<b>32</b>
	<b>23</b>	<b>201</b>

**\* These qualifications are suitable for learners who are aged 16 and above**



**3002-40 Level 2 Certificates in Hair Techniques - 500/9002/1 (cont)**

<b>Combined Hair Type Techniques</b>	<b>Credit</b>	<b>GLH</b>
<b>Units (all must be completed)</b>		
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>22</b>
<b>204</b> Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>206</b> Cut Women's hair	<b>8</b>	<b>75</b>
<b>217</b> Style and finish African Type hair	<b>5</b>	<b>45</b>
	<b>23</b>	<b>206</b>

<b>3002-41 Hairdressing Reception 14+ 500/8695/9</b>	<b>Credit</b>	<b>GLH</b>
<b>Unit (all must be completed)</b>		
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>22</b>
<b>213</b> Display stock to promote sales in a salon	<b>3</b>	<b>24</b>
<b>216</b> Salon reception duties	<b>3</b>	<b>24</b>
	<b>13</b>	<b>107</b>

<b>3002-42 Scalp Massage 14+ 500/8696/0</b>	<b>Credit</b>	<b>GLH</b>
<b>Unit (all must be completed)</b>		
<b>201</b> Working in the hair industry	<b>4</b>	<b>35</b>
<b>202</b> Follow health and safety in the salon	<b>3</b>	<b>22</b>
<b>204</b> Shampoo and condition the hair and scalp	<b>3</b>	<b>29</b>
<b>215</b> Scalp Massage	<b>4</b>	<b>33</b>
	<b>14</b>	<b>119</b>

## 3002-92 Level 2 Awards in Hairdressing

The unit included in each qualification is shown below.

If a candidate has not completed any previous accredited related qualification or has not got prior work experience within the hairdressing/barbering industry then the Level 2 Award in Health and Safety must be taken along side the technical award.

<b>Level 2 Award in Health and Safety for the Hair and Beauty – 500/8640/6</b>	<b>Credit</b>	<b>GLH</b>
<b>202</b> Follow Health and Safety in the salon	<b>3</b>	<b>24</b>
<b>Level 2 Award in Dressing hair 14+ - 500/8848/8</b>		
<b>209</b> The Art of Dressing hair	<b>5</b>	<b>30</b>
<b>Level 2 Award in Create an image based on a theme in the hair and beauty sector 14+ - 500/8789/7</b>		
<b>212</b> Create an image based on a theme in the hair and beauty sector	<b>7</b>	<b>60</b>
<b>Level 2 Award in Scalp Massage 14+ - 500/8668/6</b>		
<b>215</b> Scalp Massage	<b>4</b>	<b>33</b>
<b>Level 2 Award in Hairdressing Reception Duties 14+ - 500/8669/8</b>		
<b>216</b> Salon Reception Duties	<b>3</b>	<b>24</b>
<b>Level 2 Award in Cutting Women's hair 16+ - 500/8784/8</b>		
<b>206</b> Cut Women's hair	<b>8</b>	<b>75</b>
<b>Level 2 Award in Colouring and Lightening hair 16+ - 500/8673/X</b>		
<b>207</b> Colour and Lighten hair	<b>10</b>	<b>91</b>
<b>Level 2 Award in Perming hair 16+ - 500/8667/4</b>		
<b>208</b> Perm and neutralise hair	<b>7</b>	<b>60</b>
<b>Level 2 Award in Cutting Men's hair 16+ - 500/8759/9</b>		
<b>210</b> Cut Men's hair	<b>6</b>	<b>53</b>
<b>Level 2 Award in Working in the Hairdressing Industry 16+ - 600/5012/3</b>		
<b>201</b> Working in the Hair Industry	<b>4</b>	<b>35</b>

## 3002-26 Level 2 Diploma in Women's and Men's Hairdressing - 600/5151/6

### 3002-70 To register for this qualification with Evolve

A minimum of 50 credits is required to achieve this Level 2 Diploma in Women's and Men's Hairdressing. All mandatory units must be achieved which is 36 credits and a minimum of 14 credits from the optional units.

The recommended GLH is 450 hours.

<b>Mandatory Units (all must be completed)</b>	<b>Credits</b>	<b>GLH</b>
<b>202</b> Follow health and safety practice in the salon	3	22
<b>203</b> Client consultation for hair services	3	30
<b>204</b> Shampoo and condition the hair and scalp	3	29
<b>205</b> Promote products and services to clients in a salon	3	28
<b>206</b> Cut women's hair	8	75
<b>207</b> Colour and lighten hair	10	91
<b>210</b> Cut men's hair	6	53

<b>Optional Units – minimum of 14 credits from the following optional units</b>		
<b>104</b> Styling Men's Hair	3	30
<b>105</b> Plaiting and Twisting Hair	3	30
<b>201</b> Working in the hair industry	4	35
<b>208</b> Perm and neutralise hair	7	60
<b>209</b> The Art of Dressing Hair	5	30
<b>211</b> Cut facial hair	4	32
<b>212</b> Create an image based on a theme within the hair and beauty sector	7	60
<b>213</b> Display stock to promote sales in a salon	3	24
<b>215</b> Provide scalp massage services	4	33
<b>216</b> Salon reception duties	3	24
<b>217</b> Style and finish African type hair	5	45
<b>218</b> Relax African type hair	5	44

### 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.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 Certificate in Hairdressing Reception Duties	107	130
Level 2 Award in Scalp Massage	33	40

## Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Assessment Pack	Downloadable from our website
Qualification Handbook	Downloadable from our website
Fast track approval forms	Please contact your regional office direct. Downloadable from our website
Candidate logbook	<b>learningmaterials@cityandguilds.com</b> to place an order or order via the walled garden
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>

The Assessment pack is password protected; the password is available on Walled Garden

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

This section outlines the approval processes for centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

### **3.1 New centres to City & Guilds qualifications in this subject area**

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds Qualifications* - a guide to centre and qualification approval is downloadable from the City & Guilds website.

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Further details of reasons for suspension and withdrawals, procedures and timescales, are contained in *Providing City & Guilds Qualifications*.

### 3.2 Centres already offering City & Guilds qualification in this subject area

Centres approved to offer 6902 Diplomas in Hairdressing and Barbering, N/SVQ Level 2 or above in Hairdressing (3014/3008) may apply for approval for the 3002 Level 2 Award/Certificate/Diploma in Hairdressing, Barbering and Hair Services using the fast track approval form, available from the City & Guilds website: [www.cityandguilds.com](http://www.cityandguilds.com)

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard qualification approval process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

### 3.3 Resource requirements

#### Physical resources

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

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

#### Use of simulation (head block and fake body parts)

From September 2012 the use of head blocks and fake body parts for summative assessment may **only** be used for the following units.

- Level 2 Unit – Perm and Neutralise Hair
- Level 2 Unit – The Art of Colouring Hair
- Level 2 Unit – Provide Nail Art
- Level 3 Unit – Design and apply Nail Art
- Level 3 Unit – Perm to create a variety of looks

Simulation for these units should only be used once the use of models, peers and clients has been exhausted (the best form of assessment would always be on a real person, as this is a preparation for employment qualification) **If a head block or fake body part has been used in a summative assessment then this needs to be recorded by the Assessor**

#### Realistic learning environment requirements (RLE)

All City & Guilds VRQs must be assessed in facilities that meet acceptable, current industry standards for the specific qualification area.

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

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

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

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

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

### **Centre staff**

Centre staff must satisfy the requirements for occupational expertise for these qualifications. Quality assurance coordinators and assessors must:

1. have verifiable and relevant current or real industry experience and competence of the occupational working area at or above the level being assessed and evidence of the quality of occupational experience to ensure the credibility of the assessment judgements. Appropriate evidence will include:
  - curriculum vitae and references
  - achievement of a relevant qualification
  - continuing professional development (CPD)
2. only assess in their acknowledged area of occupational competence
3. participate in training activities for their continued professional development
4. be competent in making accurate assessment decisions: it is recommended that assessors hold, or are working towards, Learning and Development unit A1; or hold units D32 and D33 and assess to A1 standard.

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

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

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

### **Assessor and verifier requirements**

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

### **Continuous professional development (CPD) in VRQs**

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

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

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

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

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

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

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

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

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

### **Calculating CPD hours**

- a) CPD for existing assessors and quality assurers is measured within each 12 month period, taken from 1 September – 31 August each year.
- b) CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.
- c) Assessors and quality assurers who take leave from assessment or quality assurance duties during any twelve month period will be able to collect CPD pro rata.



- d) The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37 hour week. **However, a minimum of 5 hours CPD in any twelve month period must be carried out by all part time assessors and quality assurers.**
- For example,** an assessor contracted for 7 hours/week :  $7 \div 37 \times 100 = \text{approx. } 20\%$  of a full time assessor.  $20\% \times 30 \text{ hours} = 6 \text{ hours CPD in any 12 month period.}$
- e) A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.
- f) If you are an assessor **and** quality assurer, you only have to do the minimum of 30 hours CPD, **not** 60 hours.

### 3.4 Candidate entry requirements

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully. Some of the qualifications are not suitable for pre-16 candidates, these are indicated in Section 2.

### 3.5 Quality Assurance

#### Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures are provided in *Providing City & Guilds Qualifications*. This document also explains the tasks, activities and responsibilities of quality assurance staff.

#### External quality assurance

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

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

#### External verifiers:

The role of the external verifier is to:

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

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

Further details of the role of external verifiers are given in *Providing City & Guilds Qualifications*.

### **3.6 Registration and certification**

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

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

These details are also available on the walled garden.

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

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

The summative assessments for the qualifications require the candidates to undertake:

- practical tasks, and
- knowledge and understanding task(s) **or** on-line tests.

**NB** Candidates can use either the on-line test or knowledge tasks in the assignments. Candidates are **not** required to undertake both for a unit, but can use a combination to achieve the qualification.

### On-line tests

City & Guilds have produced on-line tests for each unit to cover the knowledge and understanding assessment requirements. The on-line assessments are available via the Evolve system. Information on how to become a Evolve centre can be found on our website <http://www.cityandguilds.com>.

To register your candidates on the qualification and Evolve, it is important to use the correct number. Please refer to the Walled Garden for these numbers. It is important to remember that once a candidate has registered onto the qualification (including Evolve) there is the flexibility to use either Evolve or the knowledge tasks in the assignments. A combination of both is acceptable.

Centres are required to set up a Evolve profile in order to offer online examinations to candidates. Setting up a Evolve profile is a simple process that need only be completed once by the centre. Details of how to set up the profile and Evolve technical requirements are available on the City & Guilds website ([www.cityandguilds.com /e-assessment](http://www.cityandguilds.com/e-assessment)). The Evolve section of the website also has details of the Evolve helpline for technical queries and downloads for centres and candidates about Evolve examinations.

### Service / Treatment times in VRQs

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

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

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

### Glossary of terms & Guidance notes

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

*Commercial salon* - this is defined as a salon where the majority of stylists/therapists are already qualified and the main function of the salon is **not** training and assessment. If a training salon in a

centre is closed and reopened as a commercial salon e.g. during holiday periods, then this is an acceptable location for CPD to be undertaken

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

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

### Recommended delivery strategies

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

In particular, staff should consider the skills and knowledge related to the National Occupational Standards.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications.

### Relationship to other qualifications and wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualifications:

- relationship to National Occupational Standards can be found in Appendix 1
- opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualifications have been identified, and can be found in Appendix 3.

### Health and safety

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

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

### Data protection and confidentiality

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds Qualifications*.

### Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

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

### Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds Qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds Qualifications*, in the *Directory of Qualifications*, and is also available from the City & Guilds Customer Relations department.

### Access to assessment

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

### Appeals

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

Further information on appeals is given in *Providing City & Guilds Qualifications*. There is also appeals information for centres and learners on the City & Guilds website or available from the Customer Relations department.

## 6 Unit specifications

The qualifications comprise of a number of **units**. A **unit** describes what is expected of a candidate in particular aspects of his/her job.

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

Each **learning outcome** has a set of **assessment criteria** (performance, and knowledge and understanding) which specify the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard.

**Range** statements define the breadth or scope of a **learning outcome** and its **assessment criteria** by setting out the various circumstances in which they are to be applied.

### Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- title
- unit reference
- rationale, aim and any entry requirements (where specified)
- list of learning outcomes for the unit
- statement of guided learning hours
- connections with other qualifications, eg NOS
- assessment details
- learning outcomes in detail expressed as practical skills and underpinning knowledge.

**Level:** 2

**Credit value:** 4

**UAN number:** M/600/8611

**Unit aim**

The aim of this unit is to provide the learner with an understanding of the requirements for working in the hairdressing industry.

The skills developed by the learner will enable them to take responsibility for their own learning and development within the industry.

The knowledge acquired by the learner will enable them to understand career prospects, development opportunities and the basic employment rights and responsibilities within the hairdressing industry.

**Learning outcomes**

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

1. Be able to describe the key characteristics of the hair industry
2. Be able to describe working practices in the hair industry

**Guided learning hours**

It is recommended that 35 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit G8 Develop and Maintain your effectiveness at work.

**Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

**Assessment**

This unit will be assessed by:

- knowledge and understanding task(s) in an assignment **or** an on-line test.



## Unit 201

## Working in the Hair Industry

### Outcome 1

Be able to describe the key characteristics of the hair industry

#### Assessment criteria

##### Practical skills

The learner can:

1. access **sources of information** on **organisations**, services, **occupational roles**, education and training opportunities within the hair industry.

##### Underpinning knowledge

The learner can:

1. outline the types of **organisations** within the hair industry
2. outline the **main services** offered by the hair industry
3. describe **occupational roles** within the hair industry
4. state the **employment characteristics** of working in the hair industry
5. state **career patterns** within the hair industry
6. outline the education and training opportunities within the hair industry
7. outline opportunities to transfer to other sectors or industries

#### Range

##### Sources of information

Internet, journals, Habia, training providers, further education colleges, awarding bodies, Connexions, career guidance

##### Organisations

Manufacturers, salons, professional membership organisations, suppliers, industry lead bodies

##### Occupational roles

Shampooist, junior, receptionist, colour technician, junior stylist, artistic director, manager, salon owner, barber

##### Main services

Haircutting, perming, styling, colouring, dressing, shampooing and conditioning, relaxing, shaving, facial haircutting, scalp massage, face massage, Indian head massage

##### Employment characteristics

Full-time, part-time, freelance, seasonal, patterns of work

##### Career patterns

Career development (junior stylist – senior stylist – manager)

Qualifications

## Unit 201

## Working in the Hair Industry

### Outcome 2

Be able to describe working practices in the hair industry

#### Underpinning knowledge

The learner can:

1. outline **good working practices** in the salon
2. state the importance of **personal presentation** in reflecting the professional image of the hair industry
3. outline opportunities for developing and promoting own professional image within the hair industry
4. state the basic employee **employment rights and responsibilities**
5. outline the main **legislation** that affects working in the hair industry

#### Range

##### Good working practices

Personal Protective Equipment (PPE), COSHH, methods of sterilisation

##### Personal presentation

Dress, appearance and personal hygiene

##### Employment rights and responsibilities

Rights: contract of employment, minimum wage, safe working environment

Responsibilities: work safely to meet salon and legal requirements

##### Legislation

Equal Opportunity and Discrimination Act, Working Time Regulations, National Minimum Wage, Employment Rights Act, Employment Act, Health and Safety at Work Act

**Level:** 2

**Credit value:** 3

**UAN number:** R/600/8763

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to maintain health and safety in the salon.

The skills developed by the learner include maintaining health, safety and security practices in the salon and following and carrying out emergency procedures.

The knowledge acquired by the learner will enable them to understand the main provision of the Health and Safety at Work Act, employers' and employees' responsibilities, hazards and risk and emergency procedures requirements.

### **Learning outcomes**

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

1. Be able to maintain health, safety and security practices
2. Be able to follow emergency procedures

### **Guided learning hours**

It is recommended that 22 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit G20 Make sure your own actions reduce risks to health and safety.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 202

## Follow Health and Safety Practice in the Salon

### Outcome 1

Be able to maintain health, safety and security practices

#### Practical skills

The learner can:

1. conduct self in the workplace to meet with health and safety practices and salon policy
2. deal with **hazards** within own area of responsibility following salon policy
3. maintain a level of **personal presentation**, hygiene and conduct to meet legal and salon requirements
4. follow salon policy for **security**
5. make sure tools, equipment, materials and work areas meet hygiene requirements
6. use required **personal protective equipment (PPE)**
7. position self and the client safely throughout the service
8. handle, use and store products, materials, tools and equipment safely to meet with manufacturers' instructions
9. dispose of all **types of salon waste** safely and to meet with legal and salon requirements

#### Underpinning knowledge

The learner can:

1. explain the difference between legislation, codes of practice and workplace policies
2. outline the main provisions of **health and safety legislation**
3. state the employers' and **employees' health and safety responsibilities**
4. state the **difference between a hazard and a risk**
5. describe **hazards** that may occur in a salon
6. state the **hazards** which need to be referred
7. state the purpose of **personal protective equipment (PPE)** used in a salon during different services
8. state the importance of **personal presentation**, hygiene and conduct in maintaining health and safety in the salon
9. state the importance of maintaining the **security** of belongings
10. outline the principles of hygiene and infection control
11. describe the **methods used in the salon to ensure hygiene**
12. describe the effectiveness and limitations of different infection control techniques
13. describe how to dispose of different **types of salon waste**

#### Range

##### Hazards

Trailing wires, faulty electrical equipment, spillages, slippery surfaces, obstructions to access and egress

##### Personal presentation

Dress, appearance and personal hygiene

##### Security

Client records, salon records, salon equipment, client belongings, staff belongings, salon products, till point

### **Personal protective equipment (PPE)**

Aprons, gloves, particle mask

### **Types of salon waste**

General waste, waste chemical products, sharps, contaminated waste

### **Health and safety legislation**

Health and Safety at Work Act, Personal Protective Equipment at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Manual Handling Operations Regulations, Control of Substances, Hazardous to Health Regulations (COSHH), Provision and use of Work Equipment Regulations, Electricity at Work Regulations, Reporting injuries, Diseases and Dangerous Occurrences (RIDDOR), Fire Precautions Act, Health and Safety First Aid Regulations, Health and Safety (Display Screen Equipment) Regulations

### **Employers' and employees' health and safety responsibilities**

Safe working equipment, safe working environment, PPE

### **Difference between a hazard and a risk**

A risk is the likelihood of a hazard causing an accident or harm (eg injury)

### **Methods used in the salon to ensure hygiene**

Sanitisation of surfaces, sterilisation of tools and equipment, washing of towels and gowns, personal hygiene

## Unit 202

Follow Health and Safety Practice in the Salon

### Outcome 2

Be able to follow emergency procedures

#### Practical skills

The learner can:

1. follow emergency procedures
2. follow accident reporting procedures which meet with salon policy
3. identify named **emergency personnel**
4. locate fire fighting equipment

#### Underpinning knowledge

The learner can:

1. outline the correct use of fire fighting equipment for different types of fire
2. state the dangers of the incorrect **use of fire fighting equipment on different types of fires**
3. state the importance for reporting and recording accidents
4. describe the procedure for reporting and recording accidents
5. describe **procedures for dealing with emergencies**

#### Range

##### Emergency personnel

Fire warden, first aider

##### Use of fire fighting equipment for different types of fires

Electrical fires: dry powder, carbon dioxide

Non-electrical fires: water, foam, dry powder, carbon dioxide

##### Procedures for dealing with emergencies

Raising the alarm, contacting emergency services, evacuation, drills, accidents, first aid

**Level:** 2

**Credit value:** 3

**UAN number:** A/600/9065

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to carry out client consultation on a range of different hairdressing services and products.

The skills developed by the learner include methods of analysing factors that may limit or prohibit services and products. The learner will acquire knowledge of the basic structure of the hair and skin, the hair growth cycle and the characteristics of the different hair types. The learner will understand the methods of communication required to obtain information and provide advice for a variety of salon services and products

### **Learning outcomes**

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

1. Be able to consult and advise clients
2. Know the characteristics of the hair

### **Guided learning hours**

It is recommended that 30 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit G7 Advise and consult with clients

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 203

## Client Consultation for Hair Services

### Outcome 1

### Be able to consult and advise clients

#### Practical skills

The learner can:

1. communicate in a manner that creates confidence, trust and maintains good will
2. establish client requirements for products and services using appropriate **communication techniques**
3. consult and complete **client records**
4. identify **factors** that may limit or prevent the choice of services or products
5. advise the client on any **factors** which may limit, prevent or affect their choice of services or product
6. provide the client with clear recommendations for **referral** when required
7. recommend and agree a service or product
8. follow **safe and hygienic working practices**

#### Underpinning knowledge

The learner can:

1. explain how to communicate effectively
2. outline **communication techniques** used during client consultation
3. state the importance of consulting **client records**
4. describe the **tests** carried out for different services
5. state the importance of following manufacturers' instructions, salon policy and legal requirements
6. state the importance of identifying **factors** that may limit, prevent or affect the service
7. state the importance of identifying and recording contra-indications
8. state who to refer clients to for different contra-indications
9. state the importance of not naming referable contra-indications
10. describe the information that should be on a record card
11. describe how **client records** should be held and maintained
12. state the importance of client confidentiality
13. outline **legislation** that affects how information is used during client consultation

#### Range

##### Communication techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expression

Use of: visual aids, client records

##### Client records

Client response to consultation questions, client record card for details of service and products.

##### Factors

Adverse hair, skin or scalp conditions (suspected infections, infestations and disorders), incompatibility of previous service or products used, history of allergies or skin sensitivities to



products, head/face shape, hair types and textures, density, length, growth patterns, client requirements and lifestyle.

**Referral**

To: general medical practice, chemist, senior stylist

**Safe and hygienic working practices**

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, relevant Health & Safety

**Tests**

Porosity, elasticity, incompatibility, skin test, pre-perm test curl, curl development test, colour test, strand test, perm skin test.

**Legislation**

Data Protection Act, Supply of Goods and Services Act, Consumer Protection Act, Sale of Goods Act

#### Underpinning knowledge

The learner can:

1. describe visual signs of suspected infections, infestations and disorders visible to the naked eye
2. describe the **basic structure of the skin and hair**
3. describe the characteristics of the **hair structure** with the different **hair types**
4. describe the **hair growth cycle**
5. state the average hair growth rate
6. describe the **general factors that contribute to healthy hair**

#### Range

##### Basic structure of the skin and hair

Dermis, epidermis, sweat glands, sebaceous gland, erector pili muscle, blood capillaries, hair bulb, hair shaft, follicle, nerve endings

##### Hair structure

Cuticle, cortex medulla

##### Hair types

Caucasian, African type, Asian

##### Hair growth cycle

Anagen, catagen, telogen

##### General factors that contribute to healthy hair

Health, diet, environment, chemicals used in the hair

**Level:** 2

**Credit value:** 3

**UAN number:** H/600/8539

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to shampoo and condition the hair and scalp.

The skills developed by the learner include the use and control of water flow and the application of massage techniques for shampooing and conditioning.

The knowledge acquired by the learner will enable them to select suitable products and understand how shampooing and conditioning affects the hair and scalp.

### **Learning outcomes**

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

1. Be able to prepare to shampoo and condition the hair and scalp
2. Be able to shampoo and condition the hair and scalp

### **Guided learning hours**

It is recommended that 29 guided learning hours should be allocated for this unit, although patterns of delivery are likely to change.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, Unit GH8 Shampoo, condition and treat the hair and scalp.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 204

## Shampoo and Condition the Hair and Scalp

### Outcome 1

Be able to prepare to shampoo and condition the hair and scalp

#### Practical skills

The learner can:

1. prepare self, the client and work area for shampooing and conditioning services
2. identify the condition of the hair and scalp using suitable consultation techniques

#### Underpinning knowledge

The learner can:

1. describe the salon's requirements for client preparation, preparing self and the work area
2. describe the different **consultation techniques** used
3. describe the **hair and scalp conditions** and their causes
4. describe different ranges of shampooing and conditioning **products** and equipment
5. explain the importance of following manufacturers' instructions

#### Range

#### Consultation techniques

Open and closed questions, use of visual aid

#### Hair and scalp conditions

Hair conditions: chemically damaged, heat damaged, environmentally damaged, product build up, normal

Scalp conditions: dandruff affected, oily, dry, product build up, normal

#### Products

Shampoos: for normal hair, for oily hair, for dry/damaged hair, for dandruff affected hair

Conditioners: surface conditioner, penetrating conditioner, scalp treatment

## Unit 204

## Shampoo and Condition the Hair and Scalp

### Outcome 2

Be able to shampoo and condition the hair and scalp

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **products**, tools and equipment suitable for the client's **hair and scalp condition**
3. use and adapt **massage techniques** to meet the needs of the client
4. adapt the water temperature and flow to suit the needs of the client's hair, scalp and comfort, and leave the hair clean and free of **products**
5. disentangle hair without causing damage to hair or scalp
6. follow **safe and hygienic working practices**
7. provide suitable **aftercare**

#### Underpinning knowledge

The learner can:

1. describe when and how to use the **products**, equipment and tools to treat different **hair and scalp conditions**
2. explain how the pH value of shampoo and conditioning **products** used affects the **hair structure**
3. describe the possible consequences of using incorrect shampooing and conditioning **products**
4. describe the effects of **massage techniques** when shampooing and conditioning different lengths and densities of hair
5. describe how shampoo and water act together to cleanse the hair
6. describe how water temperature affects the **hair structure**
7. explain the importance of thoroughly rinsing hair to remove shampoos and conditioning **products**
8. explain the direction in which the hair cuticle lies and its importance when disentangling wet hair
9. describe the **aftercare advice** that should be provided
10. outline **safe and hygienic working practices**
11. state how to **communicate** and behave within a salon environment

#### Range

##### Communicate

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

##### Products

Shampoos: for normal hair, for oily hair, for dry/damaged hair, for dandruff affected hair

Conditioners: surface conditioner, penetrating conditioner, scalp treatment

**Hair and scalp conditions**

Hair conditions: chemically damaged, heat damaged, environmentally damaged, product build up, normal

Scalp conditions: dandruff affected, oily, dry, product build up, normal

**Massage techniques**

Effleurage, friction, rotary, petrissage

**Hair Structure**

Cuticle, cortex, medulla

**Safe and hygienic working practices**

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

**Aftercare advice**

Correct combing and brushing techniques, frequency of use of shampoos and conditioning products, suitable shampoos and conditioning products and how to use them

**Level:** 2

**Credit value:** 3

**UAN number:** T/600/8769

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to promote products and services to the client.

The skills developed by the learner include: identifying additional products and services for clients using suitable methods of communication to give accurate and relevant information being able to identify buying signals and securing agreement.

The knowledge acquire by the learner will enable them to understand how the promotion of products and services will benefit the salon, how to progress the sale, legislation and regulations which affect the selling of services.

### **Learning outcomes**

There is one learning outcome to this unit. The learner will:

1. Be able to promote products and services to the client

### **Guided learning hours**

It is recommended that 28 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, G18 Promote additional services and products to customers.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment or an on-line test

## Unit 205

## Promote products and services to clients in a salon

### Outcome 1

Be able to promote products and services to the client

#### Practical skills

The learner can:

1. establish the client's requirements
2. use suitable **communication techniques** to promote products and services
3. introduce **services and/or products** to the client at the appropriate time
4. give accurate and relevant information to the client
5. identify buying signals and interpret the clients intentions correctly
6. identify **services and/or products** to meet requirements of the client

#### Underpinning knowledge

The learner can:

1. describe the benefits to the salon of promoting **services and products** to the client
2. describe the listening and questioning techniques used for promotion and selling
3. describe the different **consultation techniques** used to promote products and services
4. explain the terms '**features**' and '**benefits**' as applied to **services and products**
5. describe the principles of effective face-to-face communication
6. state the importance of effective **personal presentation**
7. state the importance of good product and service knowledge
8. outline the **stages of the sale process**
9. describe how to interpret buying signals
10. describe how to secure agreement and close the sale
11. explain the **legislation** that affects the selling of services and products
12. describe **methods of payment** for services and products

#### Range

##### Communication techniques

Verbal: questioning techniques, language used, tone of voice

Non-verbal: listening techniques, body language, eye contact, facial expression

Use of: visual aids, client records

##### Services and/or products

Use of products and services which are new to the client, use of the same products or services the client has used before

##### Consultation techniques

Open and closed questions, use of visual aids

##### Features and benefits

Feature – description of product or service



Benefit – description of the benefits to the client

**Personal presentation**

Dress, appearance, personal hygiene

**Stages of the sales process**

Identify need, identify product to meet the need, demonstrating product, overcoming obstacles, closing sales.

**Legislation**

Data Protection Act, Trades Description Act, Sale and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

**Methods of payment**

Cash, cheque, credit/debit card, vouchers

**Level:** 2

**Credit value:** 8

**UAN number:** T/600/8612

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to cut women's hair into basic one-length, basic uniform layered and basic graduated looks.

The skills developed by the learner include layering, club cutting, scissor over comb and freehand cutting techniques.

The knowledge acquired by the learner will enable them to understand the main factors that need to be considered when cutting hair, the effect cutting hair at different angles has on the haircut, the importance of applying tension to the hair when cutting and the safety considerations that must be taken into account.

### **Learning outcomes**

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

1. Be able to prepare for cutting hair
2. Be able to provide a cutting service

### **Guided learning hours**

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

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit GH12 Cut hair using basic techniques.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 206

## Cut Women's Hair

### Outcome 1

Be able to prepare for cutting hair

#### Practical skills

The learner can:

1. prepare self, the client and work areas for cutting services
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired look by identifying the influencing **factors**

#### Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account when cutting hair
2. state the **factors** that need to be considered when cutting hair
3. describe the different **consultation techniques** used to identify service objectives
4. describe the salon's requirement for client preparation, preparing self and the work area
5. describe a range of **looks** for women

#### Range

#### Consultation techniques

Open and closed questions, use of visual aids

#### Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications.

#### Safety considerations

Handling scissors, protection from infection and cross infection, handling electrical equipment, deportment, trip hazards from hair cuttings, first aid procedures

#### Looks

One-length, uniform layer, short graduation, long graduation

## Unit 206

## Cut Women's Hair

### Outcome 2

### Be able to provide a cutting service

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **cutting equipment** to achieve the desired **look**
3. establish and follow guidelines to accurately achieve the required **look**
4. use **cutting techniques** that take into account the identified **factors**
5. position self and the client appropriately throughout the service
6. cross check the haircut to ensure even balance and weight distribution
7. create a finished cut that is to the satisfaction of the client
8. provide suitable **aftercare advice**
9. follow **safe and hygienic working practices**

#### Underpinning knowledge

The learner can:

1. describe the correct use, and routine maintenance of **cutting tools and equipment**
2. describe the effect of different **cutting techniques**
3. state the **effect cutting hair at different angles has on the finished look**
4. state the **importance of applying the correct degree of tension** to the hair when cutting
5. state **the importance of cross checking the cut**
6. describe the **aftercare advice** that should be provided
7. outline **safe and hygienic working practices**
8. state how to **communicate** and behave within a salon environment

#### Range

##### Communicate

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

##### Cutting tools and equipment

Scissors, cutting comb, section clips

##### Look

One length, uniform layer, short graduation, long graduation

##### Cutting techniques

Layering, club cutting, scissor over comb, freehand

##### Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications.

**Aftercare advice**

Recommended time intervals between cuts, how to maintain the look, suitable styling and finishing products to use

**Safe and hygienic working practices**

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

**Effect cutting the hair at different angles has on the finished look**

Angles to create one-length effects, angles to create uniform layering, angles to create graduation

**Importance of applying the correct degree of tension**

Elasticity of hair when wet and dry, accuracy of work

**Importance of cross checking the cut**

Even balance, accuracy of cut to the graduation, even weight distribution

**Level:** 2

**Credit value:** 10

**UAN number:** A/600/8630

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to change hair colour using basic techniques

The skills developed by the learner include colour applications for full-head, re-growth, pulled through and weaved packages.

The knowledge acquired by the learner will enable them to understand how to select suitable application methods, choose suitable products, work safely and efficiently and to give aftercare advice.

### **Learning outcomes**

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

1. Be able to prepare for colouring hair
2. Be able to provide a colouring service

### **Guided learning hours**

It is recommended that 91 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit GH9 Change hair colour.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 207

## Colour and Lighten Hair

### Outcome 1

### Be able to prepare for colouring hair

#### Practical skills

The learner can:

1. prepare self, the client and work area for colouring services
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired look by identifying the influencing **factors**

#### Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account when colouring and lightening hair
2. explain the dangers associated with inhalation of powder lighteners
3. outline the types of colouring and lightening **products**
4. state the **factors** that need to be considered when selecting colouring products
5. explain the importance of carrying out the **necessary tests** prior to and during the colouring service and recording the results
6. explain the principles of colour selection
7. explain how natural hair pigments influence colour selection
8. describe how the international colour chart is used to select colour
9. describe how each of the colour **products** affects the hair structure
10. explain the **uses of hydrogen peroxide** when colouring and lightening the hair
11. state what percentage and volume strength hydrogen peroxide means
12. explain the importance of following manufacturers' instructions
13. describe the different **consultation techniques** used to identify service objectives
14. describe the salon's requirements for client preparation, preparing self and the work area

#### Range

#### Consultation techniques

Open and closed questions, use of visual aids

#### Factors

Skin tone, previous service, existing colour, lifestyle, hair condition, results of tests, client requirements, temperature, strength of hydrogen peroxide, percentage of white, hair length

#### Safety considerations

Client preparation, PPE, COSHH, manufacturers' instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures, protection from infection and cross infection

#### Products

Temporary, semi permanent, quasi-permanent, permanent, lightener

#### Necessary tests

Skin tests, elasticity test, porosity test, colour development strand test, colour test, incompatibility test

### **Uses of hydrogen peroxide**

To darken the base colour, to lighten the base colour, to tone



## Unit 207

## Colour and Lighten Hair

### Outcome 2

### Be able to provide a colouring service

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use the **application method, products, tools and equipment** to colour hair
3. position themselves and the client appropriately throughout the service
4. mix and apply the colour using neat sections
5. monitor the development of the colour accurately, following manufacturers' instructions
6. remove the colour product thoroughly from the hair and scalp, without disturbing packages still requiring development
7. apply a suitable conditioner or post colour treatment to the hair, following manufacturers' instructions
8. create a desired look to the satisfaction of the client
9. provide suitable **after care advice**
10. follow **safe and hygienic working practices**

#### Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **tools and equipment**
2. state the importance of restoring the pH of the hair after a permanent colour
3. outline the types and causes of **problems** that can occur during the colouring service and how to resolve them
4. describe the **aftercare advice** that should be provided
5. outline **safe and hygienic working practices**
6. state how to **communicate** and behave within a salon environment

#### Range

##### Communicate

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

##### Application method, products, tools and equipment

Full head, re-growth, pulled through, weave, temporary, semi-permanent, quasi-permanent, permanent, brush and bowl, applicator bottle, highlighting cap, colour packages (foils/wraps) drying equipment, climazone roller ball, spatula, colour pots.

##### Aftercare advice

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

##### Safe and hygienic working practices

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

**Problems**

Colour too dark, skin staining, not enough lift, uneven coverage, scalp irritation

**Level:** 2

**Credit value:** 7

**UAN number:** Y/600/8537

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to perm and neutralise hair.

The skills developed by the learner include 9-section, directional and brick winding.

The knowledge acquired by the learner will enable them to understand how to select suitable winding techniques, choose suitable products for use, work safely and efficiently and to give aftercare advice.

### **Learning outcomes**

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

1. Be able to prepare to perm and neutralise hair
2. Be able to perm and neutralise hair

### **Guided learning hours**

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

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit GH14 Perm and neutralise hair.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 208

## Perm and Neutralise Hair

### Outcome 1

Be able to prepare to perm and neutralise hair

#### Practical skills

The learner can:

1. prepare self, the client and work area for perming and neutralising
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired look by identifying the influencing **factors**

#### Underpinning knowledge

The learner can:

1. state the **factors** that need to be considered when perming and neutralising hair
2. describe the different **consultation techniques** used to identify the service objectives
3. explain the importance of carrying out the necessary **tests** prior to and during the service and recording the results
4. explain the importance of following manufacturers' instructions
5. describe the range of **perm lotions** and neutralising products, **tools and equipment**
6. describe the salon's requirements for client preparation, preparing self and the work area
7. explain the **safety considerations** which must be taken into account

#### Range

#### Consultation techniques

The use of open and closed questions and visual aids

#### Factors

Client requirements, hair texture, hair growth patterns, haircut and length, hair density, direction and degree of movement required, client lifestyle, test results, previous services, hair and scalp conditions, temperature

#### Tests

Porosity, elasticity, incompatibility, development test curl, pre perm test curl

#### Perm lotions

Acid, alkaline

#### Tools and equipment

Pin-tail comb, wide tooth comb, perm rods (this includes any suitable medium used), band protectors, heat radiating equipment, sponge, bowl, applicator bowl

#### Safety considerations

Client preparation, PPE, COSHH, manufacturer's instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures, protection from infection and cross infection



## Unit 208

## Perm and Neutralise Hair

### Outcome 2

### Be able to perm and neutralise hair

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use products and **techniques**, taking into account **factors** influencing the service
3. section and wind the hair, taking meshes to suit the perm rod size to achieve the desired look
4. wind the hair with even tension, making sure all wound perm rods sit on their own base
5. monitor the development of the perming and neutralising processes, following manufacturers' instructions
6. leave the hair free of **perm lotion** when the desired degree of curl is achieved, using water temperature and flow to suit client's needs
7. follow **safe and hygienic working practices**
8. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. describe the effects of **perm lotions** and neutralisers on the hair structure
2. outline the **factors** that determine the use of different types of **perm lotions** and neutralising products, tools and equipment
3. explain **how temperature affects the perming process**
4. state the importance of accurate timing and thorough rinsing of products
5. explain when and why it is important to use pre-perm and post-perm treatments
6. explain the factors that influence the choice of **sectioning techniques** and different sized perm rods
7. explain the method of checking curl development
8. outline the types and causes of **problems** that can occur during the perming and neutralising processes and how to resolve them
9. outline **safe and hygienic working practices**
10. describe the **aftercare advice** that should be provided
11. state how to **communicate** and behave within a salon environment

#### Range

##### Communicate

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

##### Sectioning techniques

9-section, directional, brick

##### Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications.

**Perm lotions**

Acid, alkaline

**Safe and hygienic working practices**

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

**Aftercare advice**

How to maintain perm, shampoo and conditioning products, styling and finishing products, future salons services, use of heated styling equipment and the effect.

**How temperature affects the perming process**

Scalp sensitivity, client comfort, effect on processing

**Problems**

Causes and remedial action for: fish-hooks, straight pieces, skin/scalp irritation, fizz, lack of control

**Level:** 2

**Credit value:** 5

**UAN number:** Y/502/3979

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to style and dress women's hair using basic techniques.

The skills developed by the learner include setting, blow-drying, finger drying, straightening and dressing long hair.

The knowledge acquired by the learner will enable them to understand how styling the hair affects the hair structure and how humidity affects the resulting style.

### **Learning outcomes**

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

1. Be able to prepare for dressing hair
2. Be able to provide a dressing hair service

### **Guided learning hours**

It is recommended that 30 guided learning hours are allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit GH10 Style and dress hair and GH11 Set and dress hair.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test



## Unit 209

## The Art of Dressing Hair

### Outcome 1

Be able to prepare for dressing hair

#### Practical skills

The learner can:

1. prepare the client and work area for a dressing service
2. consult with clients to confirm their requirements
3. evaluate the potential of the hair to achieve the desired look by identifying the Influencing **factors**

#### Underpinning knowledge

The learner can:

1. state the procedure for client preparation
2. describe the effects of different **styling techniques**
3. describe the **factors** that need to be considered when styling and dressing hair
4. describe the **physical effects** of styling on the hair structure
5. describe the effects of humidity on the hair structure and resulting style
6. explain how the **incorrect use of heat** can affect the hair and scalp

#### Range

##### Factors

Hair: wet, dry, curly, straight.

Client requirements, hair texture, length and density, head/face shapes/features, client lifestyle, contra-indications, body shape, hair growth patterns, hair type, hair elasticity, fashion trends.

##### Styling techniques

Setting (brickwind, directional wind), blow-drying, finger-drying, curling, waving, smoothing, straightening, pin curling, finger waving.

##### Physical effects

Appearance of the hair, structural changes.

##### Hair structure

Cuticle, cortex, medulla

##### Incorrect use of heat

Temperature, direction of air flow, frequency of use.

## Unit 209

## The Art of Dressing Hair

### Outcome 2

Be able to provide a dressing hair service

#### Practical skills

The learner can:

1. position self and client appropriately throughout the service
2. select and use **styling products, tools and equipment** to achieve the desired look
3. use **working methods** that meet salon and legal requirements
4. use **styling techniques** and dressing effects that take into account the identified factors
5. control and secure hair effectively during dressing
6. dress hair to the satisfaction of the client
7. apply **finishing products** to maintain the style
8. provide suitable **aftercare advice**
9. follow **safe and hygienic working practices**
10. **communicate** and behave in a professional manner

#### Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **tools, equipment and accessories**
2. describe the use for the range of **styling products**
3. describe how to secure and control the **long hair looks**
4. state the **purpose of back combing and back brushing** when dressing hair
5. describe the uses for the range of **finishing products**
6. describe the **aftercare advice** that should be provided
7. outline **safe and hygienic working practices** when styling and dressing hair
8. state how to **communicate** in a salon environment
9. state the **behavioural expectations** within a salon environment

#### Range

##### Styling products

Lotions, mousses, activators, gels, moisturisers, heat protectors

##### Tools, equipment and accessories

Hand held dryer, hood dryer, diffuser, nozzel, round brushes, flat brushes, rollers secured with pins, pin curl clips, straighteners, curling tongs, heated rollers, feathers, ribbons, flowers.

##### Working methods

Client preparation, service requirements, safe working methods, manufacturers' instructions, PPE.

##### Styling techniques

Setting (brickwind, directional wind), blow-drying, finger-drying, curling, waving, smoothing, straightening, pin curling, finger waving.

**Finishing products**

Sprays, waxes, gels, serums, dressing creams, oils.

**Aftercare advice**

How to maintain the look, suitable styling and finishing products to use.

**Safe and hygienic working practices**

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

**Communicate**

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

**Long hair looks**

Scalp plait, vertical roll, twists.

**Purpose of backcombing and back brushing**

Styling: duration, shape, securing.

**Behavioural expectations**

Working cooperatively with others, following salon requirements.

**Level:** 2

**Credit value:** 6

**UAN number:** A/600/9146

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to cut men's hair into basic looks.

The skills developed by the learner include layering, club cutting, scissor over comb, use of clippers and free-hand cutting techniques.

The knowledge acquired by the learner will enable them to understand the main factors that need to be considered when cutting hair, the effect cutting hair at different angles has on the haircut, the importance of applying tension to the hair when cutting and safety considerations that must be taken into account.

### **Learning outcomes**

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

1. Be able to prepare for a cutting service
2. Be able to provide a cutting service

### **Guided learning hours**

It is recommended that 53 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit GB3 Cut hair using basic barbering techniques.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 210

## Cut Men's Hair

### Outcome 1

Be able to prepare for a cutting service

#### Practical skills

The learner can:

1. prepare self, the client and work area for cutting service
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired look by identifying the influencing **factors**

#### Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account when cutting hair
2. state the **factors** that need to be considered when cutting hair
3. describe the typical patterns of male pattern baldness
4. state the effects created by different sized clipper blades and attachments
5. state the risk of in-growing hair from continual close cutting on the skin
6. describe the different **consultation techniques** used to identify service objectives
7. describe the salon's requirements for client preparation, preparing self and the work area
8. describe a range of **looks** for men

#### Range

#### Consultation techniques

Open and closed questions, use of visual aids

#### Factors

Hair: wet, dry, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, presence of facial hair, client lifestyle, elasticity, contra-indications, neck-shapes, natural hairline, presence of male patterns baldness

#### Safety considerations

Handling scissors, handling electrical equipment, protection from infection and cross infection, deportment, trip hazards from hair cuttings, first aid procedures

#### Looks

Uniform layer, graduation, around the ear outline, with fade



## Unit 210

## Cut Men's Hair

### Outcome 2

Be able to provide a cutting service

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **cutting tools and equipment** to achieve the desired look
3. establish and follow guidelines to accurately achieve the required look
4. use **cutting techniques** that take into account the identified **factors**
5. create **neckline shapes** that are accurate and take into account of the natural hairline
6. position self and the client appropriately throughout the service
7. cross check the cut to ensure even balance and weight distribution
8. remove unwanted hair outside the desired outline shape
9. create balanced and shaped sideburns that suit the required **look**
10. create a finished cut that is to the satisfaction of the client
11. provide suitable **aftercare advice**
12. follow **safe and hygienic working practices**

#### Underpinning knowledge

The learner can:

1. state how to **communicate** and behave within a salon environment
2. describe the correct use and routine maintenance of **cutting tools and equipment**
3. describe the effect of different **cutting techniques**
4. state the **effect cutting hair at different angles has on the finished look**
5. state the **importance of applying the correct degree of tension** to the hair when cutting
6. state **the importance of cutting to the natural hairline in barbering**
7. explain how to ensure that sideburns are cut level
8. state the **importance of cross checking the cut**
9. describe the **aftercare advice** that should be provided
10. outline **safe and hygienic working practices**

#### Range

##### Communicate

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

##### Cutting tools and equipment

Scissors, cutting comb, clippers and attachments

##### Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications.

##### Cutting techniques

Layering, club cutting, scissor over comb, clipper over comb, clipper with guard, freehand, thinning, fade



**Looks**

Uniform layer, graduation, around the ear outline, with fade

**Neckline shapes**

Square, rounded, tapered

**Aftercare advice**

Recommended time intervals between cuts, how to maintain the look, suitable styling and finishing products to use

**Safe and hygienic working practices**

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

**Effect cutting hair at different angles has on the finished look**

Angles to create uniform layering, angles to create graduation

**Importance of applying the correct degree of tension**

Elasticity of hair when wet and dry, accuracy of work

**Importance of cutting to the natural hairline in barbering**

Suitability of neckline shape for men, length of time the look will last

**Importance of cross checking the cut**

Even balance, accuracy of cut to the guideline, even weight distribution

**Level:** 2

**Credit value:** 4

**UAN number:** T/600/9064

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to maintain facial hair shapes using basic cutting techniques.

The skills developed by the learner include the use scissors, clippers and attachments to maintain shapes by scissors over comb, clipper over comb and freehand cutting techniques.

The knowledge acquired by the learner will enable them to understand how to identify and maintain basic beard and moustache shapes, factors to consider prior to and during cutting, selection and use of tools and equipment and specific safety considerations to be taken into account when cutting facial hair.

### **Learning outcomes**

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

1. Be able to prepare for cutting facial hair service
2. Be able to provide a cutting facial hair service

### **Guided learning hours**

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

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit GB4 Cut facial hair to shape using basic techniques.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 211

## Cut Facial Hair

### Outcome 1

Be able to prepare for a cutting facial hair service

#### Practical skills

The learner can:

1. prepare self, the client and work area for **facial hair** services
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired **look** by identifying the influencing factors

#### Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account
2. describe the **factors** that need to be considered when cutting facial hair
3. explain how the **factors** may influence the way the hair is cut
4. state the effects created by different sized clipper blades and attachments
5. state the effects of continual close cutting on the skin
6. describe the potential risk of in-growing hair
7. describe the different **consultation techniques** used to identify service objectives
8. describe the salon's requirements for client preparation, preparing self and the work area
9. describe a range of basic **facial hair shapes** and **looks**

#### Range

##### Facial hair

Beards: full face, moustaches, eyebrows

##### Consultation techniques

Open and closed questions, use of visual aids

##### Looks

Tapered beardline, full beard outlines, moustaches only, eyebrow shape

##### Factors

Client requirements, hair density, hair growth patterns, suspected infections, suspected infestations, head/face shapes/features, skin disorders (psoriasis, skin tags)

##### Safety considerations

Handling scissors, handling electrical clippers, protection from infection and cross infection, protection from hair clippings, deportment, trip hazards from hair cuttings, first aid procedures

##### Facial Hair shapes

Beards: full face.

Moustaches: traditional, current fashion, that stay across the top lip, that curve around the side of the mouth.

## Unit 211

## Cut Facial Hair

### Outcome 2

Be able to provide a cutting facial hair service

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **cutting equipment** to achieve the desired **look**
3. establish and accurately follow guidelines to achieve the required **look**
4. use **cutting techniques** that take into account the identified **factors**
5. position self and the client appropriately throughout the service
6. check the cut regularly to ensure accurate distribution of balance, weight and shape
7. remove any unwanted hair outside the outline shape
8. create a finished cut that is to the satisfaction of the client
9. follow **safe and hygienic working practices**
10. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **cutting equipment**
2. describe the effect of **cutting techniques**
3. explain the **cutting techniques** to use for different facial hair shapes and looks
4. state the **importance of cross checking the cut**
5. describe how to cross check and balance the cut
6. state the **importance of cutting to the natural facial hairline** on full beards
7. describe the **aftercare advice** that should be provided
8. outline **safe and hygienic working practices**
9. state how to **communicate** and behave in a salon environment

#### Range

##### Communicate

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

##### Cutting equipment

Clippers, scissors, clipper guards

##### Looks

Tapered beardline, full beard outlines, moustaches only, eyebrow shape

##### Cutting techniques

Layering, club cutting, scissor over comb, freehand

##### Factors

Hair: curly, straight, client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, contra-indications.

### **Safe and hygienic working practices**

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

### **Aftercare advice**

Recommended time intervals between interval cuts, how to maintain the look, importance of regularly exfoliating the skin outside of the facial hair shape, suitable exfoliating products to use

### **Importance of cross checking the cut**

Even balance, accuracy of cut to the guideline, even weight distribution

### **Importance of cutting to the natural facial hairline**

Suitability of different facial hair shapes, length of time the shape will last, natural finish

**Level:** 2

**Credit value:** 7

**UAN number:** J/600/8632

### **Unit Aims**

The aim of this unit is to introduce the learner to the development of a theme based image, linking their ideas to research undertaken via media images related to advertising. Learners will develop skills to prepare and implement a mood board, so demonstrating their imaginative and creative skills. Throughout this unit, they must also demonstrate the ability to work on their own initiative and/or as part of a team, and produce a written evaluation report.

### **Learning outcomes**

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

1. Be able to plan an image
2. Be able to create an image

### **Guided learning hours**

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

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, units GH10 Style and finish hair, GH11 Set and dress hair and GH13 Plait and twist hair.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment and grading**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 212

## Create an Image Based on a Theme within the Hair and Beauty Sector

### Outcome 1

Be able to plan an image

#### Practical skills

The learner can:

1. create a **mood board based on a theme**.

#### Underpinning knowledge

The learner can:

1. outline how to identify media images to create a theme
2. outline the **purpose of a mood board**
3. outline how to present a mood board to others
4. describe the concepts of advertising to a target audience
5. describe the salon's requirements for client **preparation**, preparing self and the work area

#### Range

##### Mood board based on a theme

Demonstrates thought process, progression; resulting in own concept to generate their theme based image for the target audience

##### Purpose of a mood board

Creativity, linked themes

##### Preparation

Protective clothing and materials



## Unit 212

## Create an Image Based on a Theme within the Hair and Beauty Sector

### Outcome 2

Be able to create an image

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. use **technical skills** to create a theme based image
3. evaluate the effectiveness of the theme based image
4. follow **safe and hygienic working practices**

#### Underpinning knowledge

The learner can:

1. state how to **communicate** in a salon environment
2. describe the **technical skills** required for creating a theme based image
3. describe **methods of evaluating** the effectiveness of the creation of a theme based image
4. outline **safe and hygienic working practices**

#### Range

##### Communicate

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

##### Behave

Working cooperatively with others, following salon requirements

##### Technical skills

Hair styling, make-up, nail art and nail enhancement

##### Safe and hygienic working practices

Methods of sterilization, disposal of contaminated waste, health and safety legislation, PPE

##### Methods of evaluating

Verbal feedback, written feedback, photographic evidence, self evaluation

**Level:** 2

**Credit value:** 3

**UAN number:** J/600/8761

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to display stock to promote sales.

The skills developed by the learner include how to identify, select and assemble and maintain a display to promote stock.

The knowledge acquired by the learner will enable them to understand how to plan a display effectively that can attract attention and increase sales, including legal requirements, affecting the display and sale of goods.

### **Learning outcomes**

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

1. Be able to prepare the display area
2. Be able to maintain and dismantle the display area

### **Guided learning hours**

It is recommended that 24 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- Knowledge and understanding task(s) in an assignment **or** and on-line test

## Unit 213

## Display Stock to Promote Sales in a Salon

### Outcome 1

Be able to prepare the display area

#### Practical skills

The learner can:

1. select the materials, equipment and stock to use
2. determine the location of the display to maximise its impact
3. assemble the display carefully and safely
4. label the displayed products clearly, accurately and in a manner consistent with **legal requirements**

#### Underpinning knowledge

The learner can:

1. state the purpose of a display
2. list the type of information required in order to plan a display effectively
3. state how the location and design of the display can attract attention and increase sales
4. describe how the location and design-related promotional materials can influence the effectiveness of a display
5. describe **safety considerations** when assembling a display

#### Range

#### Legal requirements

Data Protection, Legislation, Trades Descriptions Act, Sales and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

#### Safety considerations

Manufacturers' instructions, COSHH, PPE, safe working and hygienic practices, display positioning, handling equipment, manual handling

## Unit 213

## Display Stock to Promote Sales in a Salon

### Outcome 2

Be able to maintain and dismantle the display area

#### Practical skills

The learner can:

1. maintain the display area for the duration of the display period
2. dismantle the display, restore the area and return stock to storage

#### Underpinning knowledge

The learner can:

1. describe the maintenance needs of a promotional display
2. outline the **safety considerations** when dismantling a display, disposing of materials and returning stock to storage
3. explain the key **legal requirements** affecting the display and sales of goods

#### Range

##### Safety considerations

Manufacturers' instructions, COSHH, safe working and hygienic practices, handling equipment, manual handling

##### Legal requirements

Data Protection Legislation, Trades Description Acts, Sales and Supply of Goods Act, Consumer Protection Act, Consumer Safety Act, Prices Act

**Level:** 2

**Credit value:** 7

**UAN number:** T/600/8626

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to change hair colour using basic temporary and semi permanent products.

The skills developed by the learner include colour applications for temporary and semi permanent colouring.

The knowledge acquired by the learner will enable them to understand how to select suitable application methods, choose suitable products, work safely and efficiently and to give aftercare advice.

### **Learning outcomes**

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

1. Be able to prepare for colouring hair
2. Be able to provide a colouring service

### **Guided learning hours**

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

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit GH9 Change hair colour.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 214

## The Art of Colouring Hair

### Outcome 1

### Be able to prepare for colouring hair

#### Practical skills

The learner can:

1. prepare self, the client and work area for colouring service
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired look by identifying the influencing **factors**

#### Underpinning knowledge

The learner can:

1. explain the **safety considerations** that must be taken into account when colouring hair
2. outline the types of **colouring products** and **colouring techniques**
3. state the **factors** that need to be considered when selecting **colour products**
4. explain the importance of carrying out the **necessary tests** prior to and during the colour service and recording the results
5. explain the principles of colour selection
6. explain how natural hair pigments influence colour selection
7. describe how the international colour chart is used to select colour
8. describe how each of the **colouring products** affects the **hair structure**
9. explain the **uses of hydrogen peroxide** when colouring the hair
10. describe the different **consultation techniques** used to identify service objectives
11. describe the salon's requirement for client preparation, preparing self and the work area

#### Range

#### Consultation techniques

Open and closed questions, use of visual aids

#### Factors

Skin tone, previous services, existing colour, lifestyle, hair condition, results of tests, client requirements, personality, fashion, advertising, media, celebrity coverage, branding

#### Safety considerations

Client preparation, PPE, COSHH, manufacturers' instructions, client/self positioning, visual checks of electrical equipment, sterilising tools/equipment, first aid procedures, protection from infection and cross infection

#### Colouring products

Semi-permanent, quasi-permanent, permanent, bleach, lightening products, high street retail products, professional salon products



**Colouring techniques**

Full head, partial head, foils, cap, spatula, freehand

**Necessary tests**

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

**Hair structure**

Cuticle, cortex, medulla

**Uses of hydrogen peroxide**

To darken the base colour, to lighten the base colour, to tone



## Unit 214

## The Art of Colouring Hair

### Outcome 2

### Be able to provide a colouring service

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use the **application method**, products, **tools and equipment** to temporary and semi permanent colour hair
3. position self and the client appropriately throughout the service
4. mix and apply the colour using neat sections
5. monitor the development of the colour accurately, following manufacturers' instructions
6. remove the colour product thoroughly from the hair and scalp
7. apply a suitable conditioner or post colour treatment to the hair, following manufacturers' instructions
8. create a desired look to the satisfaction of the client
9. provide suitable **aftercare advice**
10. follow **safe and hygienic working practices**
11. evaluate the results of the treatment with the client

#### Underpinning knowledge

The learner can:

1. describe the correct use and routine maintenance of **tools and equipment**
2. state the importance of restoring the pH of the hair after a permanent colour
3. describe the **aftercare advice** that should be provided
4. outline **safe and hygienic working practices**
5. state how to **communicate** and behave within a salon environment

#### Communicate

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

#### Application method

Full head, re-growth

#### Tools and equipment

Brush and bowl, applicator bottle, highlighting cap, colour packages (foils/wraps), steamer, infra-red, drying equipment

#### Aftercare advice

How to maintain colour, suitable shampoo and conditioning products, future salon services

## **Safe and hygienic working practices**

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

# **Unit 215                      Provide Scalp Massage Services**

**Level:**                      2

**Credit value:**        4

**UAN number:** L/600/8535

## **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to provide scalp massage treatments.

The skills developed by the learner include manual and mechanical scalp massage techniques.

The knowledge acquired by the learner will enable them to understand how to select suitable massage techniques, equipment and products, work safely and efficiently and to give aftercare advice.

## **Learning outcomes**

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

1. Be able to prepare to provide scalp massage services
2. Be able to carry out scalp massaging services

## **Guided learning hours**

It is recommended that 33 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit GH8 Shampoo, condition and treat the hair and scalp.

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

## **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 215

## Provide Scalp Massage Services

### Outcome 1

Be able to prepare to provide scalp massage services

#### Practical skills

The learner can:

1. prepare self, the client and work area for scalp massage services
2. use suitable **consultation techniques** to identify service objectives
3. explain and agree the procedure, potential **benefits and effects** of the service to the client

#### Underpinning knowledge

The learner can:

1. describe the different **consultation techniques** used to identify the service objectives
2. explain the **safety considerations** that must be taken into account
3. describe the salon's **requirements for client preparation**, preparing self and the work area
4. explain the importance of identifying any **contra-indications** to scalp massage and how to recognise them
5. describe how different **factors** can affect the performance of scalp massage
6. describe the different types of **massage media** and **equipment** used for scalp massage services
7. explain the importance of following manufacturers' instructions

#### Range

##### Consultation techniques

Use of open and closed questions

##### Benefits and effects

Increasing blood supply, stimulation and toning of underlying issues, stimulation and soothing of nerves

##### Safety considerations

Visual checks of the electrical equipment, correct use of equipment, client/self preparation, client/self positioning, hygiene, equipment, correct application of massage movement

##### Requirements for client preparation

Preparing the hair/scalp for different types of treatment, protection and positioning for the client, prepare self

##### Contra-indications

Broken skin, skin abnormalities, disease, disorders, bruising, inflammation, swelling, epilepsy, high blood pressure

##### Factors

Hair condition, scalp condition, usual features of the scalp, hair length, hair density

**Massage media**

Spirit based, shampoo, conditioner, pre-blended oils

**Equipment**

Vibro machines, high frequency machines

## Unit 215

## Provide Scalp Massage Services

### Outcome 2

Be able to carry out scalp massaging services

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use products, tools and **equipment** suitable for the client's hair and **scalp condition**
3. adapt **massage techniques** to take account of influencing factors
4. follow **safe and hygienic working practices**
5. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. describe when and how to use **massage media** and **equipment** to treat different **scalp conditions**
2. describe how and when to use and adapt the different **massage techniques**
3. describe the **aftercare advice** that should be provided
4. describe the benefits of scalp massage
5. outline the basic **structure of the skin**
6. state the name and position of the bones and **muscles of the head and neck**
7. outline safe and hygienic working practices
8. state how to **communicate** and behave within a salon environment

#### Range

##### Communicate

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

##### Scalp conditions

Dandruff-affected, dry, oily, sensitive

##### Massage techniques

Effleurage, petrissage, tapotement, friction, vibro

##### Safe and hygienic working practices

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

##### Aftercare advice

The types of scalp products suitable for home use by clients

##### Massage media

Spirit based, shampoo, conditioner, pre-blended oils

### **Equipment**

Vibro machines, high frequency machines

### **Structure of the skin**

Epidermis, dermis, erector pill muscle, sebaceous gland, blood capillaries

### **Muscles of the head and neck**

Head and neck muscles; (frontalis, temporalis, occipitalis, epicranial  
Aponeurosis, sternocleidomastoid, platysma, trapezius)

**Level:** 2

**Credit value:** 3

**UAN number:** A/600/8773

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to fulfil salon reception duties.

The skills developed by the learner include handling enquiries, scheduling and recording appointments and handling payments.

The knowledge acquired by the learner will enable them to understand how to handle confidential information, the importance of recording appointments and secure payment methods.

### **Learning outcomes**

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

1. Be able to carry out reception duties
2. Be able to book appointments
3. Be able to deal with payments

### **Guided learning hours**

It is recommended that 24 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit G4 Fulfil salon reception duties.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 216

## Salon Reception Duties

### Outcome 1

Be able to carry out reception duties

#### Practical skills

The learner can:

1. deal with a **variety of enquiries**
2. **communicate** and behave in a professional manner
3. identify the **nature of the enquiry**
4. maintain appropriate levels of reception stationery
5. maintain a hygienic and tidy reception area

#### Underpinning knowledge

The learner can:

1. describe procedures for taking messages for a **variety of enquiries**
2. state how to **communicate** and behave within a salon environment
3. list salon services available, their duration and cost
4. outline the importance of dealing with enquiries promptly and politely
5. explain how to deal with enquiries that cannot be dealt with promptly

#### Range

##### Variety of enquiries

In person, by telephone, electronically

##### Communicate

Speaking, listening, body language, reading, recording, following instructions using a range of related terminology linked to styling hair

##### Nature of the enquiry

Client, non client, internal, external



## Unit 216

## Salon Reception Duties

### Outcome 2

### Be able to book appointments

#### Practical skills

The learner can:

1. schedule appointments to meet with salon policy and client requirements
2. confirm and record client appointment details
3. deal with confidential information to meet salon and legal requirements

#### Underpinning knowledge

The learner can:

1. describe how to make and record appointments
2. state the potential consequences of failing to record appointments or messages accurately
3. state the importance of passing on messages and appointments details to the appropriate colleagues
4. outline the **legislation** designed to protect the privacy of client details
5. state the possible consequences of a breach of confidentiality

#### Range

#### Legislation

Data protection legislation

## Unit 216

## Salon Reception Duties

### Outcome 3

### Be able to deal with payments

#### Practical skills

The learner can:

1. calculate service costs accurately
2. deal with payments for services and or products to meet with salon policy
3. follow security procedures when handling payments

#### Underpinning knowledge

The learner can:

1. state how to process different **methods of payment**
2. describe how to deal with **problems** that may occur with payments
3. explain how to keep payments safe and secure

#### Range

##### Methods of payment

Cash, cheque, credit/debit card, vouchers

##### Problems

Invalid currency, invalid card, incorrect completion of cheque, suspected fraudulent use of credit/debit card and vouchers, payment disputes

**Level:** 2

**Credit value:** 5

**UAN number:** T/600/8531

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to style and finish African type women's hair using a variety of techniques.

The skills developed by the learner include curling, smoothing and straightening techniques to create a personalised effect.

The knowledge acquired by the learner will enable them to understand how styling the hair affects the hair structure, how the use of products during styling can prolong the style and be able to provide basic aftercare advice.

### **Learning outcomes**

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

1. Be able to prepare to style and finish African type hair
2. Be able to style African type hair using blow drying techniques and heated and thermal equipment

### **Guided learning hours**

It is recommended that 45 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit AH7 Style and finish African type hair.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test

## Unit 217

## Style and Finish African Type Hair

### Outcome 1

Be able to prepare to style and finish African type hair

#### Practical skills

The learner can:

1. prepare self, the client and the work area for styling and finishing hair
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired look by identifying the influencing factors

#### Underpinning knowledge

The learner can:

1. state the **factors** that need to be considered
2. explain the **safety considerations** that must be taken into account
3. describe the different **consultation techniques** used to identify service objectives
4. describe the salon's requirements for client preparation, preparing self and the work area

#### Range

##### Consultation techniques

Open and closed questions, use of visual aids

##### Factors

Hair: wet, dry, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, contra-indications, elasticity, porosity

##### Safety considerations

Handling and maintaining equipment, checks before use, protection from infection and cross infection, deportment, first aid procedures

## Unit 217

## Style and Finish African Type Hair

### Outcome 2

Be able to style African type hair using blow dry techniques and heated and thermal equipment

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use suitable **styling products** and tools to achieve the look agreed with the client
3. position self and the client appropriately throughout the service
4. effectively control the client's hair during the styling process
5. control the **styling tools and equipment** to minimise the risk of damage to the hair and client discomfort
6. use **styling techniques** that achieve the intended shape, direction, balance and volume agreed with the client
7. follow **safe and hygienic working practices**
8. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. describe the effects of humidity on hair
2. describe the **physical effects** of blow drying, and heated and thermal styling processes on the hair structure
3. outline how the incorrect application of heat can affect the hair and scalp
4. describe the correct use and routine maintenance of **products, tools and equipment**
5. state how to **communicate** and behave within a salon environment
6. outline **safe and hygienic working practices**
7. describe the **aftercare advice** that should be provided

#### Range

##### Communicate

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

##### Styling products

Lotions, mousse/foams, gel, activators/moisturisers, spritz, oil, wax, spray, thermal protector

##### Styling tools and equipment

Fine tooth combs, large tooth combs, electrical styling equipment, curling tongs, straighteners, heated rollers, flat irons, thermal irons, and thermal stove.

Styling aids: pins, grips, covered bands.

##### Styling techniques

Curling, straightening, smoothing, fingerwaving, brickwind, directional wind, root to point, croquignole



**Safe and hygienic working practices**

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

**Aftercare advice**

Suitable styling equipment, how to recreate the style, how to maintain the hair's condition

**Physical effects**

Appearance of hair, structural changes

**Level:** 2

**Credit value:** 5

**UAN number:** R/600/8536

### **Unit aims**

The aim of this unit is to provide the learner with the knowledge and skills to relax African type women's hair to create a basic look.

The skills developed by the learner include relaxing virgin and re-growth hair.

The knowledge acquired by the learner will enable them to understand how to relax African type hair using different techniques and the effects products and equipment have on the hair structure.

### **Learning outcomes**

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

1. Be able to prepare African type hair for relaxing
2. Be able to relax and normalise hair

### **Guided learning hours**

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

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to hairdressing NOS, unit AH10 Relax hair.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment or an on-line test



## Unit 218

## Relax African Type Hair

### Outcome 1

Be able to prepare African type hair for relaxing

#### Practical skills

The learner can:

1. prepare self, the client and the work area for relaxing services
2. use suitable **consultation techniques** to identify service objectives
3. assess the potential of the hair to achieve the desired look by identifying the influencing **factors**
4. apply pre-relaxing products to:
  - protect the scalp
  - even out the porosity of the hair

#### Underpinning knowledge

The learner can:

1. state the **factors** that need to be considered
2. explain the **safety considerations** that must be taken into account
3. describe the different **consultation techniques** used to identify service objectives
4. describe the salon's requirement for client preparation, preparing self and the work area

#### Range

#### Consultation techniques

Open and closed questions, use of visual aids

#### Factors

Hair: virgin hair, chemically treated, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, hair and scalp conditions, previous chemical treatments

Tests: incompatibility test, strand test, pre-perm test, elasticity test, curl test and development curl test

#### Safety considerations

Client preparation, PPS, COSHH, service requirements, relevant Health and Safety

## Unit 218

## Relax African Type Hair

### Outcome 2

### Be able to relax and normalise hair

#### Practical skills

The learner can:

1. **communicate** and behave in a professional manner
2. select and use **products, tools and equipment** suitable for the client's hair
3. position self and the client appropriately throughout the service
4. follow manufacturers' instructions when applying and timing the relaxer, taking strand tests at suitable times throughout the process
5. monitor the comfort of the client at regular intervals throughout the relaxing process, remedying any **problems** that may arise
6. follow **safe and hygienic working practices**
7. remove chemicals in a way which minimises the risk of damage to the hair
8. use post relaxing treatments to restore the hair's pH balance
9. achieve the required degree of straightness that is acceptable to the client
10. provide **suitable aftercare advice**

#### Underpinning knowledge

The learner can:

1. describe the benefits and potential effects of different relaxing **products** on the hair structure
2. explain the importance of accurate timing and thorough rinsing of **products**
3. explain the effect of pre- and post-relaxer treatments on hair structure
4. describe the **factors** that should be considered when selecting sodium or non-sodium relaxing **products** and why it is important to use **products** from the same system
5. describe the method and sequence of application of scalp protectors, relaxing and normalising **products**
6. describe the potential **problems** that can occur when relaxing hair and how to remedy them
7. outline **safe and hygienic working practices**
8. state how to **communicate** and behave within a salon environment
9. describe the **aftercare advice** that should be provided

#### Range

#### Communicate

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

#### Products, tools and equipment

Lye, no lye, pre and post relaxer treatment, neutralising shampoo, barrier cream, applicator brush, tail comb, non metallic bowl

#### Problems

Causes and remedial action for: under processed hair, over processed hair skin/scalp irritation, breakage, and discolouration

**Safe and hygienic working practices**

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

**Aftercare advice**

Recommend time intervals between relaxing service, how to maintain the look, suitable styling and finishing products to use, how to maintain the condition of the hair, identifying additional services

**Factors**

Hair: virgin hair, chemically treated, curly, straight

Client requirements, hair texture, length and density, hair growth patterns, head/face shapes/features, client lifestyle, elasticity, hair and scalp conditions, previous chemical treatments

Tests: incompatibility test, strand test, pre-perm test, elasticity test, curl test and development curl test.

## Unit 219

## Provide threading services for hair removal

**Level:** 2

**Credit value:** 4

**UAN number:** D/601/5487

### Unit aim

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing threading for hair removal on different areas of the face. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

### Learning outcomes

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

1. Be able to prepare for threading
2. Be able to provide threading

### Guided learning hours

It is recommended that **29** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the Habia NOS, unit B34

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Habia

### Assessment

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test.

## Unit 219

## Provide threading services for hair removal

### Outcome 1

### Be able to prepare for threading

#### Practical skills

The learner can:

1. prepare themselves, client and work area for threading
2. use suitable **consultation techniques** to identify treatment **objectives**
3. provide clear recommendations to the client
4. select **products, tools and equipment** to suit client treatment needs

#### Underpinning knowledge

The learner can:

1. describe workplace requirements for preparing themselves, the client and the work area.
2. state the **environmental conditions** suitable for threading
3. describe different **consultation techniques** used to identify treatment **objectives**
4. describe how to **select products tools and equipment** to suit client treatment needs
5. describe the **contra-indications** which prevent or restrict threading

#### Range

##### Consultation techniques

*Verbal:* questioning techniques, language used, tone of voice.

*Non-verbal:* listening techniques, body language, eye contact, facial expressions.

*Use of:* visual aids, client records

#### Objectives

To remove unwanted hair

#### Products, tools and equipment

**Products:** cleansing product, soothing product

**Tools:** thread tweezers

**Equipment:** mirror, bin, couch/chair, magnifying lamp

#### Environmental conditions

Warmth, lighting, ventilation, privacy, volume and type of music/sounds and pleasant aroma

#### Contra-indications

**Prevent treatment:** fungal infection, bacterial infection, viral infection, infestations, severe eczema, severe psoriasis, severe skin conditions

**Restrict treatment:** broken bones, recent scar tissue, hyper-keratosis, skin allergies, cuts and abrasions, epilepsy, diabetes, skin disorders, undiagnosed lumps and swellings, product allergies

## Unit 219

## Provide threading services for hair removal

### Outcome 2

### Be able to provide threading

#### Practical skills

The learner can:

1. **communicate and behave** in a professional manner
2. follow **health and safety working practices**
3. position themselves and client correctly throughout the treatment
4. use **products, tools, equipment and techniques** to suit clients treatment needs
5. complete the treatment to the satisfaction of the client
6. record the results of the treatment
7. provide suitable **aftercare advice**

#### Underpinning knowledge

The learner can:

1. state how to **communicate and behave** in a professional manner
2. describe **health and safety working practices**
3. state the importance of positioning themselves and the client correctly throughout the treatment
4. state the importance of using **products, tools, equipment and techniques** to suit clients treatment needs, **skin types and conditions**
5. describe how treatments can be adapted to suit client treatment needs
6. state the **contra-actions** that may occur during and following treatments and how to respond
7. state the importance of completing the treatment to the satisfaction of the client
8. state the importance of completing treatment records
9. state the **aftercare advice** that should be provided
10. describe the structure and functions of the skin
11. describe the structure and function of the hair

#### Range

##### Communicate and behave

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

**Behave:** working cooperatively with others, following salon requirements

##### Health and safety working practices

Methods of sterilisation, disposal of contaminated waste, legislation, PPE, positioning of client and therapist, removal of accessories

##### Products, tools and equipment

**Products:** cleansing product, soothing product

**Tools:** thread tweezers

**Equipment:** mirror, bin, couch/chair, magnifying lamp

##### Techniques

Mouth, neck and hand

**Aftercare advice**

*To avoid:* heat, perfumed products, make-up, restrictive clothing, UV exposure

*To apply:* soothing antiseptic products

Future treatment needs

**Skin types and conditions**

**Skin types:** normal, dry, oily and combination

**Conditions:** dehydrated, sensitive and mature

**Contra-actions**

*Normal response:* erythema, swelling

*Adverse response:* bruising, bleeding, removal of skin

**Level:** 1

**Credit value:** 3

**UAN number:** A/502/3795

### **Unit aims**

The aim of this unit is to introduce the learner to the basic technique, products and equipment for hair styling for men, engaging their interest through experiential learning of selected barbering skills focused on achieving a final finished look.

### **Learning outcomes**

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

1. Be able to prepare for styling for men
2. Be able to provide styling for men

### **Guided learning hours**

It is recommended that 30 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit GH2 Blow dry hair.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** an on-line test



## Unit 104

## Styling men's hair

### Outcome 1

Be able to prepare for styling for men

#### Practical Skills

The learner can:

1. **prepare** for styling men's hair

#### Underpinning knowledge

The learner can:

1. identify **basic techniques** for styling men's hair
2. state the **factors** that influence the choice of hair styling techniques for men
3. state the importance of the preparation procedures for styling men's hair

#### Range

##### Prepare

Prepare the client, prepare the work area, PPE, correct posture, shampoo and condition hair, tools and equipment

##### Basic techniques

Straightening, smoothing, curling, finger drying, finishing

##### Factors

Head shape, face shape, body shape, lifestyle, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, hair condition, hair texture, elasticity, density, fashion trends

## Unit 104

## Styling men's hair

### Outcome 2

Be able to provide styling for men

#### Practical Skills

The learner can:

1. select appropriate **products, tools and equipment**
2. style men's hair using basic techniques
3. follow **safe and hygienic working practices**
4. **communicate** and **behave** in a professional manner

#### Underpinning knowledge

The learner can:

1. state the purpose of basic hair styling and finishing **products, tools and equipment**

#### Range

##### Products

Mousse, gel, lotion, spray, moisturisers, wax, dressing creams, heat protectors

##### Tools and equipment

Combs, brushes, dryers, electrical equipment

##### Safe and hygienic working practices

PPE, COSHH, methods of sterilization, relevant health and safety legislation.

##### Communicate

Speaking, listening, body language, what to say, how to say it, range of hair styling terminology

##### Behave

Following instructions, following salon/barbers requirements, working co-operatively

**Level:** 1

**Credit value:** 3

**UAN number:** Y/502/3805

### **Unit aims**

The aim of this unit is to introduce the learner to the basic techniques of plaiting and twisting hair. The learner will look at the steps to be followed to achieve a finished look, using both on-and-off-scalp plaits and twisting the hair. They will discover how to decorate the plaits and twists using a range of materials to achieve a finished look. This unit provides opportunity for development of the learner's skills of dexterity and creativity, exploration of cultural hair diversity and recognition of how hair can be considered as an expression of individuality.

### **Learning outcomes**

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

1. Be able to prepare for hair plaiting and twisting
2. Be able to carry out hair plaiting and twisting techniques

### **Guided learning hours**

It is recommended that 30 guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the hairdressing NOS, unit GH6 Plait and twist hair using basic techniques

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Habia.

### **Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 105

## Plaiting and twisting hair

### Outcome 1

Be able to prepare for hair plaiting and twisting

#### Practical Skills

The learner can:

1. **prepare** for plaiting and twisting techniques
2. select **products and tools** for basic plaiting and twisting techniques

#### Underpinning knowledge

The learner can:

1. identify the range of finished looks that use **plaiting and twisting techniques**
2. state the **factors** that influence the choice of plaiting and twisting techniques
3. state the importance of the preparation procedures for plaiting and twisting hair
4. state when and how to use **products, tools and equipment**

#### Range

##### Prepare

Prepare the client, prepare the work area, PPE, correct posture, prepare the hair

##### Products, tools and equipment

Decorations, combs, brushes, section clips, bands, pins, added hair, clips, pipe cleaners, fabrics, ribbons, threads, electrical equipment, gel, oil, lotions, spray moisturisers

##### Plaiting and twisting techniques

On scalp plaits, off scalp plaits, twists

##### Factors

Head shape, face shape, body shape, life style, adverse skin, scalp and hair conditions, hair growth patterns, hair growth cycle, hair length, hair type, texture, elasticity, density, degree of curl, cultural and fashion trends, gender, personality, occasion

## Unit 105

## Plaiting and twisting hair

### Outcome 2

Be able to carry out hair plaiting and twisting techniques

#### Practical Skills

The learner can:

1. carry out basic **plaiting and twisting techniques** with and without decoration
2. provide home care advice
3. follow **safe and hygienic working practices**
4. **communicate** and **behave** in a professional manner

#### Underpinning knowledge

The learner can:

1. state the purpose of home care advice

#### Range

##### Plaiting and twisting techniques

On scalp plaits, off scalp plaits, twists

##### Safe and hygienic working practices

PPE, COSHH, methods of sterilization, relevant health and safety legislation, posture – prevention of fatigue and injury, potential effects of excessive tension on the hair

##### Communicate

Speaking, listening, body language, what to say, how to say it, range of hair styling terminology

##### Behave

Following instructions, working co-operatively with others, following salon requirements

## Appendix 1      Connections to other qualifications and NOS

City & Guilds has identified the connections to other qualifications and the NOS. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards an N/SVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the N/SVQ standards.

The qualifications have connections to:

N/SVQ in Hairdressing Level 2

N/SVQ in Barbering Level 2.

## Relationship to NVQ Standards

The following grid maps the knowledge covered in the City & Guilds Level 2 Diploma/Certificates and Awards in Hairdressing and Barbering against the underpinning knowledge of the Level 2 N/SVQ in Hairdressing, Level 2 N/SVQ in Barbering and Level 2 N/SVQ Hairdressing (Combined Hair Types)

VRQ Level 2 Diplomas/Certificates/Awards																		
		Unit G20	Unit G4	Unit G17	Unit G18	Unit G7	Unit G8	Unit GB3	Unit GB4	Unit GH8	Unit GH9	Unit GH10	Unit GH11	Unit GH12	Unit GH13	Unit GH14	Unit AH7	Unit AH10
Unit 201							✓											
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Unit 216		✓																
Unit 217																✓		
Unit 218																		✓

## Appendix 2      The wider curriculum

Delivery of these units can contribute to the learner's understanding of spiritual, moral, ethical, social and cultural issues in the following manner:

**Spiritual/Moral/Ethical:** Providing quality of service and value for money has an important moral/ethical dimension, as does the importance of respecting client confidentiality. Appreciating and respecting other's beliefs, values, gender and disabilities is key to building good client and working relationships. It underpins all of the units in these qualifications.

**Social/Cultural:** Learning how to communicate effectively and to develop good relationships with others – their peers, assessors/teachers, supervisors, and clients – will be key to their career success and the success of the salon. It underpins all of the units in these qualifications.

**Environmental/Health and Safety:** Understanding the importance of maintaining cleanliness in the salon, the safe disposal of waste products, and ensuring that the salon environment is congenial and free of avoidable risks, is key to providing good service. It underpins all of the units in these qualifications.



## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• Evolve</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
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# Level 2 Awards/Certificates/Diplomas in Hairdressing and Barbering (3002)

## Assessment pack



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# **Level 2 Awards/Certificates/Diplomas in Hairdressing and Barbering (3002)**

## **Assessment pack**



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# 1 Guidance for assessors

## Introduction

The qualifications are intended to provide an understanding of the sector and the vocational skills and knowledge required. They also provide an awareness of the range of jobs and work settings in the sector and will enable candidates to make informed decisions about careers in the sector.

The qualifications do not follow the assessment strategy associated with National Vocational Qualifications, ie that skills must be demonstrated on real, paying clients, in a realistic working environment, under commercial pressures and within commercially acceptable service times.

## Assessment

The emphasis is on 'learning by doing', not on competence. For this reason, candidates are required to complete a number of tasks and/or tests to show their attainment of practical skills and underpinning knowledge.

The summative assessments for the qualification require the candidates to undertake:

- practical tasks, and
- knowledge and understanding task(s) in an assignment **or** on-line test(s).

**NB** Candidates can use either the on-line test or knowledge tasks in the assignments. Candidates are **not** required to undertake both for a unit, but can use a combination to achieve the qualification. **Assignments 104 and 105 are exceptions, they are assessed by assignments only.**

## E-assessment

City & Guilds have produced on-line tests for each unit to cover the knowledge and understanding assessment requirements. The on-line assessments are available via the E-volve system. Information on how to become an E-volve centre can be found on our website **[www.cityandguilds.com/evolve](http://www.cityandguilds.com/evolve)**.

To register your candidates on the qualification with online tests, it is important to use the correct number. Please refer to the Walled Garden for these numbers. It is important to remember that once a candidate has registered onto the qualification (including on-line tests) there is the flexibility to use either on-line tests or the knowledge tasks in the assignments. A combination of both is acceptable.

These on-line tests are graded **pass** or **fail** only. The candidate must achieve 60% or above to pass. These on-line tests are closed-book tests and must be invigilated. The invigilator can be tutor/assessor. Where candidates do not pass, they can be given a chance to re-sit the test, allowing sufficient time for them to revise. This is at the discretion of the centre.



## Assignments

Each assignment is divided into a series of tasks.

**Knowledge tasks** will typically require candidates to:

- demonstrate their subject knowledge, ie produce an information sheet or a fact sheet
- find out and report on hairdressing services, styles, products and fashions, or the industry.

Candidates that successfully achieve the on-line test for a unit are **not** required to complete the knowledge tasks in the assignment.

**Research and report tasks** in the assignments are **not** closed-book tests. Within the overall time constraints set by the centre, they may be completed away from the centre, in the candidate's own time and at their own pace.

Candidates are required to submit evidence by using reports, information sheets, guides etc, however, this is only a guide and candidates should not be penalised for providing evidence in an alternative form.

Candidates should be encouraged to use pictures, photos and drawings to illustrate looks where appropriate.

It is expected that assessors will annotate candidate's work and use the *feedback form* to provide feedback.

Candidates that are not successful can repeat tasks. This is at the discretion of the centre.

**Practical tasks** will require candidates to demonstrate occupational skills. All practical observations have an observation checklist. **All** the criteria on the checklist must be successfully demonstrated.

Candidates may familiarise themselves with the observation checklist prior to practical observation. However, candidates are **not** permitted to use the observation checklist to work from when completing the practical tasks

Real people should be used for all summative practical observations with the exception of the following units for which head blocks may be used

- Perm and neutralise hair
- The art of colouring hair
- Styling men's hair
- Plaiting and twisting hair

**Simulation** for these units should only be used once the use of models, peers and clients has been exhausted. If a head bloke has been used in a summative assessment it should be recorded by the assessor.

Scheduling of the observations is flexible, but to retain integrity of the assessment, they should be carried out as closely as possible to the written work for that unit.

Assignments can be completed in any order. There is no need for candidates to work through the units in numerical order. Centres will be expected to organise the assignments in a logical order according to the requirements of the candidates and the course, eg with regard to work experience placements, visits etc.

### **Introducing the assignment work to the candidates**

It will be beneficial to take the candidates through what is required in the assignments, and the way in which practical tasks will be graded. Candidates should have an opportunity to familiarise themselves with the way these tasks are graded.

### **Timings for assignments**

A submission schedule should be worked out by the centre, governed by the overall assessment plan for the course, to be negotiated between tutor/assessor and candidate. Practice may show that some candidates could be fast-tracked.

The relationship between course delivery, the handing out of assignments, and the deadlines for their return are matters for agreement between the tutors and the candidates locally.

### **Submission of assignment work**

It is recommended that candidates be given an opportunity to submit a draft of their written work to their tutor/assessor, within an agreed timeframe, to gain feedback

### **Opportunities to repeat tasks within an assignment**

Candidates who fail a task can repeat the task, at the centre's discretion, but **cannot** achieve higher than a Pass grade for that task.

The assignments are summative assessments and, other than to gain a Pass, candidates may not retake tasks or assignments to improve grades. It is therefore essential that the assignments are not used as formative assessment and that candidates only attempt the assignments when they are judged to be fully ready. Should tutors/assessors wish to prepare candidates for the assessments, they may devise their own assignments internally and provide feedback on these.

### **Authenticity**

Centres are reminded to check for authenticity of work where candidates may be using texts and the Internet to complete tasks.

### **Feedback**

Assessors should provide feedback on every occasion that a skills observation takes place.

### **Candidate records of course work**

Candidates should be encouraged to keep their work carefully in a portfolio. This may be an unfamiliar form of record keeping for many of them, but it is a good discipline which will benefit them when they progress in their learning and training. In addition, learning themes tend to recur in other qualifications they may wish to take, and it may only be necessary for them to add a little to what they have already done to achieve the new standard.

## Marking and grading of assignments

All assignments are graded. However, different grading rules apply **based on the level**.

### Level 1 Assignments (numbers starting with 1)

**Knowledge tasks** are graded **pass, merit** or **distinction**.

Details of how to mark and grade knowledge tasks are given on the *Marking and grading criteria* pages of each assignment.

**Practical tasks** are **pass/fail** only.

To achieve a pass, candidates must have achieved or demonstrated **all** of the observation points on the observation checklist.

The grade achieved in the knowledge task(s) will determine the **overall** grade for the unit.

To allow a grade to be claimed, candidates must pass the practical task and the knowledge task(s).

**NB** There are **no** on-line tests for these units.

### Level 2 Assignments (numbers starting with 2)

**Knowledge tasks** are **pass/fail** only.

To achieve a pass, candidates must have covered **all** of the bullet points in **each** task and any minimum requirements as listed in the assessor's guidance demonstrating correctness, accuracy and understanding.

**Practical tasks** are graded **pass, merit** or **distinction**.

Details of how to mark and grade practical tasks are given on the *Practical observation* pages of each assignment.

The grade achieved in the practical task(s) will determine the **overall** grade for the unit.

To allow a grade to be claimed, candidates must pass the practical task(s), and either the knowledge task(s) in the assignment or the relevant on-line test.

## Overall grading of assignments

### Example Assignment Marks Sheet – Level 1 Assignments

**Each knowledge task** will be awarded points. Pass = 1 point, Merit = 2 points, Distinction = 3 points.

These would be added together and overall grade determined, as in example over the page.

Task	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)
A	Produce a style book		
B	Produce a chart		
C	Practical observation		
=Total points for all graded tasks			
Divided by			÷ 2
=			
Overall grade (see conversion chart)			

  

Conversion chart	
Average	Grade
1 – 1.5	Pass
1.6 – 2.5	Merit
2.6 – 3	Distinction

### Example Assignment Marks Sheet – Level 2 Assignments

**Each practical task** will be awarded points. Pass = 1 point, Merit = 2 points, Distinction = 3 points.

These would be added together and overall grade determined, as in example below.

Knowledge tasks	Evidence	Task	On-line test
1a	Produce an information sheet		
1b	Produce a chart		
1c	Produce a chart		
E-assessment (online multiple-choice test)			
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)
2a	Dry hair		
2b	Product build-up/Oily hair		
2c	Normal hair		
Total points for graded tasks			
Divided by			÷ 3
=			
Overall grade (see conversion chart)			

  

Conversion chart	
Average	Grade
1 – 1.5	Pass
1.6 – 2.5	Merit
2.6 – 3	Distinction

### Overall grade conversion chart:

To combine the grades of **graded tasks**:

- add the points together and divide by the total number provided (usually the total number of graded tasks) to give the average, using the grid provided
- use the conversion chart to convert back to an overall grade.

### Recording forms

City & Guilds have produced:

- pro-formas which may be used to complete knowledge tasks
- summary of achievement forms.

Word versions of both documents are available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

### Accreditation of prior learning/achievement

Some candidates may have previously followed a programme with a similar assessment regime, albeit at a lower level. It may be that previous work, especially research or 'finding out about' type tasks, could count, either wholly or in large part, towards the assignment work in these qualifications.

However, the general rules for evaluating evidence (VACS) must still be observed, that is there is an obvious link between what was produced earlier and the evidence required in these qualifications (validity); that the work submitted is genuinely the work of that candidate (authenticity); it was not completed so long ago that they would either have forgotten their learning or that legislation had been introduced or changed in the meanwhile (currency); and that there is enough evidence to give confidence that the requirements of the unit have been met (sufficiency).

The way in which these APL/APA judgments have been made should be clear to the External Verifier when sampling during visits.

### Codes of practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and the Codes of Practice associated with the industry must always be adhered to.

### Health and safety

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

Should a candidate fail to follow correct health and safety practices and procedures during an assessment, the assessment **must be stopped** and the candidate advised of the reasons why. The candidate should be informed that they have not reached the standard of assessment required. Candidates may retake the assessment at a later date, at the discretion of the centre. In any cases of doubt, guidance should be sought from the External Verifier.

### Verification of assignments

By using marking checklists verifiers can check that evidence for an assignment is complete and can ensure that allocation of marks has been fair and beyond dispute.

Assessors must ensure that candidates understand why a particular grade has been given for the assignment. It is for this reason that City & Guilds requires the signature of both the assessor and the candidate on the final assignment mark sheet.

If a candidate's work is selected for verification, samples of work must be made available to the appointed External Verifier. The External Verifier will ensure that:

- the Quality Assurance Co-ordinator is undertaking his/her responsibilities

- the Quality Assurance Co-ordinator is given prompt, accurate and constructive feedback on centre operations
- a report is written on centre activities for City & Guilds.

### **Internal quality assurance**

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds Qualifications*. This document also explains the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

Centres are also free to design their own assignments, if they feel they better reflect local needs, and are encouraged to be as creative and inventive as possible, particularly with the research or 'finding out' tasks. These locally-devised proposals should fulfill the same general assessment purpose as the City & Guilds set assignments, should use the same marking and grading criteria, and should be agreed by City & Guilds and the External Verifier before use, and sampled by the External Verifier before the assessments are claimed.

### **Entry for assessment and certification**

Candidate registration and entry for the online multiple-choice test(s) should be made via the Walled Garden. Results of assignments should be submitted in the form of grades via the Walled Garden. Only those units which have been achieved should be included. Each unit number is entered, followed by P (Pass), M (Merit) or D (Distinction) to indicate the grade the candidate has achieved.

## 2 Introduction to the assignments – for candidates

To complete the qualification, you will be required to undertake:

- practical tasks, which will require you to demonstrate occupational skills and
- knowledge and understanding task(s) in an assignment **or** on-line test(s), which will require you to show your subject knowledge .

You can take either the on-line test or complete knowledge tasks in the assignments. You are **not** required to undertake both for a unit, but you can use a combination to achieve the qualification.

**All** assignments are graded. You can be awarded a **pass**, a **merit** or a **distinction** grade, depending on how well you perform.

### Timings

There is no particular time limit set for the completion of an assignment. However, your tutor will guide you on the maximum time you should allow to complete all of the required assignments within the time available for the course. The timescale for the completion of assignments will be negotiated between you and your tutor. However, the results of your failure to submit on time, without a valid reason, are that you may fail the assignment.

You may discuss your work with your tutor to get feedback on whether the accuracy and amount of work you have done will earn you a pass. However, you will also need to meet the centre's timescales for submitting your work.

### Presentation of work

Presentation of work must be neat and appropriate for the task. You should prepare a front cover for each assignment and a contents page to present your work in a clear and logical sequence. Label each task so that is easy to find.

You are encouraged to word process your assignments as this looks professional, but this may not be essential and you should check with your tutor if you are not able to.

For research and report tasks you may wish to refer to books, information given to you by your tutor or you may wish to research the Internet. If you do this, remember to include a reference to show where the information came from. You must also provide the answers in your own words – your assessor knows the way you normally express yourself so they will be able to tell if you have simply downloaded material or copied it directly from a textbook. You may also want to include relevant charts, pictures and leaflets you have collected. Use colours, symbols and diagrams wherever you think they will help to illustrate your answers.

Your tutor/assessor will guide you if there is any part of the assignment that you do not understand.

### Practical observations

Before presenting yourself for the final observation task for an assignment, please ensure that:

- your tutor/assessor agrees that you are ready for the assessment. This will usually result from an appraisal of your log of the various practical work you have completed during the course;
- you are sufficiently familiar with the Health and Safety at Work Act, COSHH regulations and the Electricity at Work Act, as they apply to you, the client and the salon, so that you can undertake this assessment safely. Also, because of the particular hazards associated with services, you will need to be familiar with the correct selection and use of fire fighting equipment. Please note that if you are observed performing in an unsafe manner at any time during this assessment your assessor will immediately bring the observation to a halt.

### **3 Assignment feedback form**



## Assignment feedback form



**Qualification title / route:**

--

Candidate name	Date of submission
Assessor name	

Unit number/s and title/s
---------------------------

Evidence Reference	Feedback	Target date and action plan for resubmission

Date of final assessment decision	Assignment grade
-----------------------------------	------------------

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency.

Assessor signature and date:
Quality Assurance Co-ordinator signature and date (where applicable):

## **4 Assignments**

# Assignment 201 Working in the hair industry

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to describe the key characteristics of the hair industry
2. Be able to describe working practices in the hair industry

This is a summary of the evidence required to complete this unit.

Task	Evidence required	Task coverage
1a	Produce a fact sheet	LO1: UK2, UK3
1b	Produce a career guide	LO1: UK1, UK4, UK5, UK6, UK7 LO2: UK1, UK2, UK 3
1c	Produce an information sheet	LO2: UK 4, UK5

### Assessor's guidance

#### Tasks 1a, 1b & 1c

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

# Assignment 201 Working in the hair industry

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	Online test
		Tick when completed	
1a	Produce a fact sheet		
1b	Produce a career guide		
1c	Produce an information sheet		
E-assessment (online multiple-choice test)			
Overall grade			

To allow a grade to be claimed, candidates must either pass **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 202 Follow health and safety practice in the salon

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to maintain health, safety and security practices
2. Be able to follow emergency procedures

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce a chart	LO1: UK1, UK 2, UK3
1b	Produce a poster	LO2: PS1, PS2, PS5, UK1, UK3, UK5
1c	Produce a health and safety leaflet	LO1: PS3, PS4, PS6, PS9, UK7, UK8, UK9, UK10, UK11, UK12, UK13 LO2: UK3, UK4
1d	Produce a chart	LO1: PS2, UK4, UK5, UK6,

### Assessor's guidance

#### Tasks 1a, 1b, 1c & 1d

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced pro-formas which may be used to complete tasks 1a and 1d. Word versions of the pro-formas are available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

# Assignment 202 Follow health and safety practice in the salon



## Assignment mark sheet

**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test
		<i>Please tick when completed</i>	
1a	Produce a chart		
1b	Produce a poster		
1c	Produce a leaflet		
1d	Produce a chart		
E-assessment (online multiple-choice test)			
Overall grade			

To allow a grade to be claimed, candidates must either pass **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 203 Client consultation for hair services

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to consult and advise clients
2. Know the characteristics of the hair

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Research and produce a chart	LO1: UK6, UK7, UK8, UK9 LO2: UK1
1b	Research and produce a chart	LO1: UK4
1c	Produce a guide	LO1: UK3, UK11, UK12, UK13
1d	Produce a fact sheet	LO1: UK5 LO2: UK2, UK 3, UK4, UK5, UK6
2	Practical observation	LO1: PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, UK1, UK2 LO2: UK1, UK2, UK3, UK4, UK5, UK6

### Assessor's guidance

#### Tasks 1a, 1b, 1c & 1d

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced pro-formas which may be used to complete tasks 1a and 1b. Word versions of the pro-formas are available to download from the 3002 webpage on [www.cityandguilds.com](http://www.cityandguilds.com).

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 203 Client consultation for hair services

### Tasks



#### **Task 2 Practical observation**

Candidates are required to be observed consulting a client for **each** of the following:

- a. shampooing service
- b. styling service
- c. one other service of their own choice.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.



## Assignment 203 Client consultation for hair services

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
1	<b>Communicate in a manner that creates confidence, trust and maintains good will</b>	Minimal communication  Example: verbal; polite non-verbal; friendly, open stance	Good communication  Example: shows respect of sensitivity of information	Excellent communication  Example: shows a reassuring and confident manner, responds accordingly to client
2	<b>Establish client requirements for products and services using appropriate communication techniques</b>	Minimal communication Uses basic techniques to obtain information; establishes client requirements correctly  Example: uses closed questions, uses appropriate language	Good communication Uses techniques to obtain and offer information; establishes client requirements correctly  Example: uses open and closed questions, aware of own body language, uses visual aids	Excellent professional communication Uses a variety of techniques throughout; establishes client requirements correctly  Example: uses effective body language and appropriate tone of voice, keeps the client informed at all times
7	<b>Recommend and agree a service or product</b>	Provides basic recommendations  Example: recommends a service and/or a product	Provides good recommendation  Example: recommends a service and/or a product outlining the benefits to the client	Provides excellent level of advice  Example: recommends a service and products outlining the benefits to the client based on the influencing factors

# Assignment 203 Client consultation for hair services

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
		<i>Please tick when completed</i>									
1a	Produce a chart										
1b	Produce a chart										
1c	Produce a guide										
1d	Produce a fact sheet										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Shampooing and conditioning										
2b	Styling										
2c	Service of own choice										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>		Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks	
		Average	Grade								
		1 – 1.5	Pass								
		1.6 – 2.5	Merit								
2.6 – 3	Distinction										
Divided by		<b>÷ 3</b>									
=											
Overall grade (see conversion chart)											

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 204 Shampoo and condition the hair and scalp

## Assignment overview

There are **two** learning outcomes to this unit

1. Be able to prepare to shampoo and condition the hair and scalp
2. Be able to shampoo and condition the hair and scalp

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce an information sheet	LO2: UK2, UK5, UK6, UK7, UK8
1b	Research and produce a chart	LO1: UK3, UK4, UK5 LO2: UK1
1c	Research and produce a chart	LO1: UK4
2	Practical observation	LO1: PS1, PS2, UK1, UK2 LO2: PS9, PS10, PS11, UK1, UK2, UK3, UK4, UK5, UK6, UK7

### Assessor's guidance

#### Tasks 1a, 1b & 1c

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced pro-formas which may be used to complete tasks 1b and 1c. Word versions of the pro-formas are available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, head blocks can **not** be used for this unit.

# Assignment 204 Shampoo and condition the hair and scalp



## Tasks

### Task 2 Practical observation

Candidates are required to be observed carrying out a shampoo and conditioning treatment on the following types of hair:

- a. dry
- b. product build-up/oily
- c. normal.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 204 Shampoo and condition the hair and scalp

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Identify the condition of the hair and scalp using suitable consultation techniques</b>	Carries out basic consultation Identifies the condition of hair and scalp correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, aware of own body language	Carries out thorough consultation  Example: uses open and closed questions, uses effective body language, clearly repeats instructions to gain confirmation
4	<b>Use and adapt massage techniques to meet the needs of the client</b>	Uses minimal massage techniques required with minimal adaptation, following manufacturer's instructions	Uses well massage techniques showing adaptation with hair length and density	Demonstrates high level of understanding for usage and adaptation of the variety of massage techniques, to take into account products used, client needs and requirements, hair and scalp condition to maximum benefit
8	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and tools	Provides excellent level of aftercare advice  Example: use of products and tools and further services available
9	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 204 Shampoo and condition the hair and scalp



## Assignment mark sheet

**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
Please tick when completed											
1a	Produce an information sheet										
1b	Produce a chart										
1c	Produce a chart										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Dry hair										
2b	Product build-up/Oily hair										
2c	Normal hair										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks  Divided by  =  Overall grade (see conversion chart)
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										
			<b>÷ 3</b>								

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 205 Promote products and services to clients in a salon

## Assignment overview

There is **one** learning outcome to this unit:

1. Be able to promote products and services to the client

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce an information sheet	LO1: UK11
1b	Produce a promotional leaflet	LO1: UK4
1c	Produce a guide	LO1: PS5, UK1, UK5, UK6, UK7, UK8, UK9, UK10, UK12
2	Practical observation	LO1: PS1, PS2, PS3, PS4, PS5, PS6, UK2, UK3

### Assessor's guidance

#### Tasks 1a, 1b & 1c

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced a pro-forma which may be used to complete task 1a. A word version of the pro-forma is available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

If promoting the same type of product and service described in the promotional leaflet produced as part of task 1b, candidates may use the leaflet to support the promotional activity, but this is **not** mandatory.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 205 Promote products and services to clients in a salon



### Tasks

#### Task 2 Practical observation

Candidates are required to be observed carrying out the following promoting activities:

- a. new products/services to client
- b. products/services already used by client.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.



## Assignment 205 Promote products and services to clients in a salon

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Use suitable communication techniques to promote products and services</b>	Uses basic communication techniques  Example: uses closed questions	Uses good communication techniques  Example: uses open and closed questions, aware of own body language	Uses excellent communication techniques  Example: uses open and closed questions, uses effective body language, clearly repeats instructions to gain confirmation
3	<b>Identify services and/or products to meet requirements of the client</b>	Correctly identifies the main feature and benefit of the product or service	Correctly identifies two main features and benefits of the product or service	Correctly identifies all features and benefits of the product or service
5	<b>Give accurate and relevant information to the client</b>	Gives basic advice and information  Example: describes the main feature and benefit of the suitable product or service	Gives good advice and information  Example: describes the use of products or described, two benefits and features of the suitable product or service	Excellent level of advice given  Example: describes all benefits and features of the suitable product or service. Makes clear reference to the product or service meeting the client requirements

# Assignment 205 Promote products and services to clients in a salon



## Assignment mark sheet

**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
			<i>Please tick when completed</i>								
1a	Produce an information sheet										
1b	Produce a promotional leaflet										
1c	Produce a guide										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	New products/services										
2b	Products/services already used by client										
<div> <div> <b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table> </div> <div>                     Total points for graded tasks                       Divided by                       =                       Overall grade (see conversion chart)                 </div> </div>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	<div> <div>÷ 2</div> <div></div> <div></div> </div>
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 206 Cut women's hair

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare for cutting hair
2. Be able to provide a cutting service

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce an information sheet	LO1: UK2
1b	Produce a style guide	LO1: UK5 LO2: UK1, UK2, UK3, UK4, UK5
2	Practical observation	LO1: PS1, PS2, PS3, UK1, UK3, UK4 LO2: PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, PS9, UK6, UK7, UK8

### Assessor's guidance

#### Tasks 1a & 1b

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced pro-formas which may be used to complete tasks 1a and 1b. Word versions of the pro-formas are available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, head blocks can **not** be used for this unit.

**Task 2**      **Practical observation**

Candidates are required to be observed carrying out the following cutting services:

- a. one length effect
- b. uniform layer
- c. graduation.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 206 Cut women's hair

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Use suitable consultation techniques to identify service objectives</b>	Carries out basic consultation Identifies service objectives correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, uses visual aids, aware of own body language	Carries out thorough consultation  Example: uses open and closed questions, uses visual aids, uses effective body language, clearly repeats instructions to gain confirmation
3	<b>Assess the potential of the hair to achieve the desired look by identifying the influencing factors</b>	Minimal evaluation Identifies influential factors  Example: hair texture, length and density, client requirements	Good evaluation  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle	High level of evaluation  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle, head/face shape/features, contra-indications
5	<b>Establish and follow guidelines to accurately achieve the required look</b>	Follows guidelines with minimal instruction  Example: follows most guidelines, achieves accurate cut with minimal support	Follows guidelines with no instruction  Example: follows most guidelines, achieves accurate cut achieved without support	Achieves accurate over the whole look  Example: follows all guidelines accurately in a methodical sequence, achieves accurate cut
11	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and equipment	Provides excellent level of aftercare advice  Example: use of products and equipment, maintenance of style and further services available
12	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 206 Cut women's hair

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
<i>Please tick when completed</i>											
1a	Produce an information sheet										
1b	Produce a style guide										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	One length effect										
2b	Uniform layer										
2c	Graduation										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks  Divided by  =  Overall grade (see conversion chart)
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										
			<b>÷ 3</b>								

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 207 Colour and lighten hair

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare for colouring hair
2. Be able to provide a colouring service

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Research and produce a chart	LO1: UK3, UK4, UK9
1b	Research and produce a chart	LO1: UK5
1c	Produce a fact sheet	LO1: UK6, UK7, UK8, UK10, UK11
1d	Produce an information sheet	LO1: UK2, UK12 LO2: UK1, UK2, UK3
2	Practical observation	LO1: PS1, PS2, PS3, UK1, UK13, UK14 LO2: PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, PS9, PS10, UK4, UK5, UK6

### Assessor's guidance

#### Tasks 1a, 1b, 1c & 1d

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task and any minimum requirements listed below demonstrating correctness, accuracy and understanding. Assessors may provide guidance to candidates about the minimum requirements.

**Task 1a)** Products that **must** be covered: temporary, semi-permanent, quasi-permanent, permanent, lightener.

**Task 1c)** Diagrams presenting the colour wheel/star must be clearly labelled.

Candidates are required to provide examples of percentage strength of hydrogen peroxide and equivalent strength in volume, such as

% strength	volume strength
3%	10 vol
6%	20 vol
9%	30 vol
12%	40 vol

City & Guilds have produced pro-formas which may be used to complete tasks 1a and 1b. Word versions of the pro-formas are available to download from the 3002 webpage on [www.cityandguilds.com](http://www.cityandguilds.com).

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, head blocks can **not** be used for this unit.

# Assignment 207 Colour and lighten hair

## Tasks



### Task 2 Practical observation

Candidates are required to be observed carrying out the following hair colouring services:

- a. quasi-permanent or semi-permanent colour – full head application
- b. permanent or lightener – re-growth application
- c. permanent colour – pulled through or weaved
- d. lightener – pulled through or weaved.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.



## Assignment 207 Colour and lighten hair

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
1	<b>Use suitable consultation techniques to identify service objectives</b>	Carries out basic consultation Identifies service objectives correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, uses visual aids, aware of own body language	Carries out thorough consultation  Example: uses open and closed questions, uses visual aids, uses effective body language, clearly repeats instructions to gain confirmation
2	<b>Assess the potential of the hair to achieve the desired look by identifying the influencing factors</b>	Minimal evaluation Identifies influential factors  Example: hair texture, length and density, client requirements	Good evaluation Identifies influential factors Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle	High level of evaluation Identifies influential factors Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle , head/face shape/features, contra-indications
12	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and equipment	Provides excellent level of aftercare advice  Example: use of products and equipment, maintenance of style and further services available
13	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 207 Colour and lighten hair

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
Please tick when completed											
1a	Produce a chart										
1b	Produce a chart										
1c	Produce a fact sheet										
1d	Produce an information sheet										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Quasi-permanent or semi-permanent colour										
2b	Permanent colour or lightener										
2c	Permanent colour										
2d	Lightener										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks  Divided by  =  Overall grade (see conversion chart)
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										
			÷ 4								

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 208 Perm and neutralise hair

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare to perm and neutralise hair
2. Be able to perm and neutralise hair

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce an information sheet	LO1: UK1, UK4, UK5 LO2: UK1
1b	Research and produce a chart	LO1: UK3 LO2: UK7
1c	Produce a fact sheet	LO2: UK2, UK3, UK4, UK5, UK6
1d	Research and produce a chart	LO2: UK8
2	Practical observation	LO1: PS1, PS2, PS3, UK2, UK6, UK7 LO2: PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, UK9, UK10, UK11

### Assessor's guidance

#### Tasks 1a, 1b, 1c & 1d

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced pro-formas which may be used to complete tasks 1b and 1d. Word versions of the pro-formas are available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Head blocks may be used for the practical observation. Simulation using head blocks should only be used once the use of models, peers and clients has been exhausted. If a head block is used for the summative assessment this should be recorded by the assessor.

If blocks are used for the observation, candidates must carry out the consultation, evaluation and aftercare advice on a peer to meet all of the observation criteria.

# Assignment 208 Perm and neutralise hair

## Tasks



### Task 2 Practical observation

Candidates are required to be observed carrying out perming services using **two** of the following techniques:

- a. brick wind
- b. directional wind
- c. 9-section wind.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 208 Perm and neutralise hair

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Use suitable consultation techniques to identify service objectives</b>	Carries out basic consultation Identifies service objectives correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, uses visual aids, aware of own body language	Carries out thorough consultation  Example uses open and closed questions, uses visual aids, uses effective body language, clearly repeats instructions to gain confirmation
3	<b>Assess the potential of the hair to achieve the desired look by identifying the influencing factors</b>	Minimal evaluation Identifies influential factors  Example: hair texture, length and density, client requirements	Good evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle	High level of evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle , head/face shape/features, contra-indications
6	<b>Section and wind the hair taking meshes to suit the perm rod size to achieve the desired look</b>	Applies sectioning and winding techniques with minimal instruction  Example: correct choice of perm rod size, completes sectioning and winding accurately with minimal support	Applies good sectioning and winding technique with no instruction  Example: correct choice of perm rod size, completes sectioning and winding accurately with no support	Applies excellent sectioning and winding techniques without instruction  Example: correct choice of perm rod size, completes sectioning and winding accurately over the whole head in a methodical sequence

## Assignment 208 Perm and neutralise hair

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
16	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and equipment	Provides excellent level of aftercare advice  Example: use of products and equipment, maintenance of style and further services available
17	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 208 Perm and neutralise hair

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
<i>Please tick when completed</i>											
1a	Produce an information sheet										
1b	Produce a chart										
1c	Produce a fact sheet										
1d	Produce a chart										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Wind 1										
2b	Wind 2										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks  Divided by  =  Overall grade (see conversion chart)
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										
			<b>÷ 2</b>								

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 209 The art of dressing hair

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare for dressing hair
2. Be able to provide a dressing hair service

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Research and produce a chart	LO1: UK3, UK4, UK5, UK6
1b	Produce a style guide	LO1: UK2 LO2: UK1, UK2, UK4, UK5
2	Practical observation	LO1: PS1, PS2, PS3, UK1 LO2: PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, PS9, PS10, UK3, UK6, UK7, UK8, UK9

### Assessor's guidance

#### Tasks 1a & 1b

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task and any minimum requirements listed below demonstrating correctness, accuracy and understanding.

Assessors may provide guidance to candidates about the minimum requirements.

**Task 1a** When describing physical effects of styling on the hair structure, candidates are required to cover alpha and beta keratin, and changes to the hydrogen bonds and salt linkages.

City & Guilds have produced a pro-forma which may be used to complete task 1a. A word version of the pro-forma is available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Any of the products within candidates own salon's product range can be used as long as they can clearly demonstrate and explain the benefit of use for the hair type and style, and the hair is not overloaded.

It is essential that straighteners only be used as a finishing tool after a blow dry where brush work has been used throughout the service.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, head blocks can **not** be used for this unit.



# Assignment 209 The art of dressing hair

## Tasks



### Task 2 Practical observation

Candidates are required to be observed carrying out **four** styling and dressing services using the following techniques:

- a. blow dry
- b. finger dry
- c. wet set with pincurls
- d. long hair up.

Candidates **must** cover:

Hair length	<b>two</b> above shoulder, <b>two</b> below shoulder
Styling products	a minimum of <b>two</b> styling products <b>across the four services</b>
Finishing products	a minimum of <b>two</b> finishing products <b>across the four services</b>
Heated styling equipment	straighteners (only as a finishing tool), curling tongs, heated rollers; <b>each</b> item of equipment <b>must</b> be used once <b>across the four services</b> .

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 209 The art of dressing hair

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Consult with clients to confirm their requirements</b>	Carries out basic consultation Identifies service objectives correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, uses visual aids, aware of own body language	Carries out thorough consultation  Example: uses open and closed questions, uses visual aids, uses effective body language, clearly repeats instructions to gain confirmation
3	<b>Evaluate the potential of the hair to achieve the desired look by identifying the influencing factors</b>	Minimal evaluation Identifies influential factors  Example: hair texture, length and density, client requirements	Good evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle	High level of evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle, head/face shape/features, contra-indications
7	<b>Use styling techniques and dressing effects that take into account the identified factors</b>	Identifies and rectifies minor errors on instruction Little evidence of maximising potential of style  Example: takes minimum factors into account for style and dressing technique (hair conditions and client requirements)	Identifies and rectifies minor errors Some evidence of maximising potential of style  Example: self identification of errors; takes into account, for style and dressing, hair conditions, client requirements, hair growth and hair texture	Achieves accurate over the whole look; Clear evidence of maximising potential of style  Example: takes into account, for style and dressing, hair conditions, client requirements, hair growth, hair texture, haircut, hair length, head/face shape and features

## Assignment 209 The art of dressing hair

### Practical observation descriptors table

	Descriptors			
		1 Mark	2 Marks	3 Marks
13	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and equipment	Provides excellent level of aftercare advice  Example: use of products and equipment, maintenance of style and further services available
14	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 209 The art of dressing hair

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
<i>Please tick when completed</i>											
1a	Produce a chart										
1b	Produce a style guide										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Blow dry										
2b	Finger dry										
2c	Wet set with pincurls										
2d	Long hair up										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks  Divided by  =  Overall grade (see conversion chart)
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										
			<b>÷ 4</b>								

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 210 Cut men's hair

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare for a cutting service
2. Be able to provide a cutting service

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce an information sheet	LO1: UK2, UK3, UK5
1b	Produce a cutting guide	LO1: UK4, UK8 LO2: UK2, UK3, UK4, UK5, UK6, UK8
2	Practical observation	LO1: PS1, PS2, PS3, UK, UK7 LO2: PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, PS9, PS10, PS11, PS12, UK1, UK9, UK10

### Assessor's guidance

#### Tasks 1a & 1b

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced a pro-forma which may be used to complete task 1b. A word version of the pro-forma is available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

To complete the practical task, candidates are required to cover **two** of the **three** neckline shapes (square, rounded or tapered) within the **two** looks. The use of clippers and scissors over comb must be covered in a minimum of one looks.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, head blocks can **not** be used for this unit.

# Assignment 210 Cut men's hair

## Tasks



### Task 2 Practical observation

The candidates are required to be observed carrying out the following men's haircuts:

- a. uniform layered look
- b. graduation look.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 210 Cut men's hair

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Use suitable consultation techniques to identify service objectives</b>	Carries out basic consultation Identifies service objectives correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, uses visual aids, aware of own body language	Carries out thorough consultation  Example: uses open and closed questions, uses visual aids, uses effective body language, clearly repeats instructions to gain confirmation
3	<b>Assess the potential of the hair to achieve the desired look by identifying the influencing factors</b>	Minimal evaluation Identifies influential factors  Example: hair texture, length and density, client requirements	Good evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle	High level of evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle, head/face shape/features, contra-indications
5	<b>Establish and follow guidelines to accurately achieve the required look</b>	Follows guidelines with minimal instruction  Example: follows most guidelines, achieves accurate cut with minimal support	Follows guidelines with no instruction  Example: follows most guidelines, achieves accurate cut achieved without support	Achieves accurate over the whole look  Example: follows all guidelines accurately in a methodical sequence, achieves accurate cut

## Assignment 210 Cut men's hair

### Practical observation descriptors table

	Descriptors			
		1 Mark	2 Marks	3 Marks
14	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and equipment	Provides excellent level of aftercare advice  Example: use of products and equipment, maintenance of style and further services available
15	<b>Communicate and behave in a professional manner*</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner



# Assignment 210 Cut men's hair

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
<i>Please tick when completed</i>											
1a	Produce an information sheet										
1b	Produce a cutting guide										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Uniform layer look										
2b	Graduated look										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks  Divided by  =  Overall grade (see conversion chart)
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										
			<b>÷ 2</b>								

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 211 Cut facial hair

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare for cutting facial hair service
2. Be able to provide a cutting facial hair service

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce an information sheet	LO1: UK2, UK3, UK5, UK6
1b	Produce a cutting guide	LO1: UK4, UK9 LO2: UK1, UK2, UK3, UK4, UK6
2	Practical observation	LO1: PS1, PS2, PS3, UK1, UK7, UK8 LO2: PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, PS9, PS10, UK7, UK8, UK9

### Assessor's guidance

#### Tasks 1a & 1b

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced a pro-forma which may be used to complete task 1b. A word version of the pro-forma is available to download from the 3002 webpage on **www.cityandguilds.com**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, head blocks can **not** be used for this unit.

# Assignment 211 Cut facial hair

## Tasks



### Task 2 Practical observation

Candidates are required to be observed carrying out facial hair services for the following:

- a. tapered beard line
- b. full beard outline
- c. moustache only.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observations.

## Assignment 211 Cut facial hair

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Use suitable consultation techniques to identify service objectives</b>	Carries out basic consultation Identifies service objectives correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, uses visual aids, aware of own body language	Carries out thorough consultation  Example: uses open and closed questions, uses visual aids, uses effective body language, clearly repeats instructions to gain confirmation
3	<b>Assess the potential of the hair to achieve the desired look by identifying the influencing factors</b>	Minimal evaluation Identifies influential factors  Example: hair texture, length and density, client requirements	Good evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle	High level of evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle, head/face shape/features, contra-indications
5	<b>Establish and follow guidelines to accurately achieve the required look</b>	Follows guidelines with minimal instruction  Example: follows most guidelines, achieves accurate cut with minimal support	Follows guidelines with no instruction  Example: follows most guidelines, achieves accurate cut achieved without support	Achieves accurate over the whole look  Example: follows all guidelines accurately in a methodical sequence, achieves accurate cut

## Assignment 211 Cut facial hair

### Practical observation descriptors table

	Descriptors			
		1 Mark	2 Marks	3 Marks
12	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and equipment	Provides excellent level of aftercare advice  Example: use of products and equipment, maintenance of style and further services available
13	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 211 Cut facial hair

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
<i>Please tick when completed</i>											
1a	Produce an information sheet										
1b	Produce a cutting guide										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task									
			Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Tapered beard line										
2b	Full beard outline										
2c	Moustache only										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks  Divided by  =  Overall grade (see conversion chart)
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										
			<b>÷ 3</b>								

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 212 Create an image based on a theme within the hair and beauty sector

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to plan an image
2. Be able to create an image

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1	Produce a mood board	LO1: PS1, UK1, UK2, UK3, UK4 LO2: UK2
2	Practical observation	LO1: UK5 LO2: PS1, PS2, PS3, PS4, UK1, UK3, UK4

## Assessor's guidance

### Task 1

This task is **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points demonstrating correctness, accuracy and understanding.

### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

The mood board created in task 1 can be used to complete the practical task, but this is **not** mandatory. Candidates who complete the on-line test for this unit should agree a plan for creating a theme for the practical task with the tutor/assessor.

Candidates are **not** permitted to use the checklist to work from when completing the practical task, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, head blocks can **not** be used for this unit.

## Assignment 212 Create an image based on a theme within the hair and beauty sector



### Tasks

#### Task 2 Practical observation

Candidates are required to be observed creating a theme based image for one of the following:

- a. an historical look
- b. a fantasy look
- c. special occasion.

Candidates are **not** permitted to use the checklist to work from when completing the practical task, but may familiarise themselves with it prior to the observations.



## Assignment 212 Create an image based on a theme within the hair and beauty sector

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Use technical skills to create a theme based image</b>	The candidate applies the technical skills to create a theme based image using evidence of some basic blending techniques and interpretation of the mood board	The candidate applies the technical skills to create a theme based image, using evidence of good blending techniques and good interpretation of the mood board	The candidate applies the technical skills to create a theme based image, using evidence of good blending techniques and excellent interpretation of the mood board
3	<b>Evaluate the effectiveness of the theme based image</b>	Gains verbal feedback to ascertain the service meets with expectations	Gains verbal feedback to ascertain the service meets with expectations; records the feedback on record card	Gains verbal and written feedback to ascertain the service meets with expectations; records requirements for future treatments and the feedback on record card
5	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 212 Create an image based on a theme within the hair and beauty sector



## Assignment mark sheet

**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence		Task	On-line test
			Please tick when completed	
1	Produce a mood board			
E-assessment (online multiple-choice test)				
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)	
2	Create a look			
Overall grade				

To allow a grade to be claimed, candidates must pass practical task and either the knowledge task or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 213 Display stock to promote sales in the salon

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare the display area
2. Be able to maintain and dismantle the display area

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1	Produce a stock display design plan	LO1: UK1, UK2, UK3, UK4, UK5 LO2: UK1, UK2, UK3
2	Practical observation	LO1: PS1, PS2, PS3, PS4 LO2: PS1, PS2

## Assessor's guidance

### Task 1

This task is **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points demonstrating correctness, accuracy and understanding.

### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

The display design plan created as part of task 1 can be used to complete this task, but this is **not** mandatory. Candidates who complete the on-line test for this unit should agree the design of the display for the practical observation with the tutor/assessor.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 213 Display stock to promote sales in the salon



### Tasks

#### **Task 2 Practical observation**

Candidates are required to be observed selecting items from stock and assembling them to produce a promotional display.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 213 Display stock to promote sales in the salon

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
1	<b>Prepare the display area</b>	Applies basic design principles	Applies good design principles; good use of colour; interesting and attractive display	Applies excellent design principles; Creative use of colour and materials; eye catching and effective display.
5	<b>Label the displayed products clearly, accurately and in a manner consistent with legal requirements</b>	Uses basic labelling techniques; provides basic information provided, meets legal requirements	Uses good clear labelling techniques; provides some additional information provided to attract interest	Uses high quality, eye catching labelling; provides all relevant information to generate interest and enquiries; display has significant impact in the location

# Assignment 213 Display stock to promote sales in the salon



## Assignment mark sheet

**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test
			<i>Please tick when completed</i>
1	Produce a display design plan		
E-assessment (online multiple-choice test)			
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)
2	Select materials and display stock		
Overall grade			

To allow a grade to be claimed, candidates must pass practical task and either the knowledge task or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 214 The art of colouring hair

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare for colouring hair
2. Be able to provide a colouring service

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce a colour guide	LO1: UK2 LO2: UK1
1b	Research and produce a chart	LO1: UK3, UK8
1c	Research and produce a chart	LO1: UK4
1d	Produce a fact sheet	LO1: UK5, UK6, UK7, UK9 LO2: UK2
2	Practical observation	LO1: PS1, PS2, PS3, UK1, UK7 LO2: PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, PS9, PS10, PS11, UK3, UK4, UK5

### Assessor's guidance

#### Tasks 1a, 1b, 1c & 1d

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task and any minimum requirements listed below demonstrating correctness, accuracy and understanding. Assessors may provide guidance to candidates about the minimum requirements.

**Task 1a** Products that **must** be covered are: temporary, semi-permanent, quasi-permanent, permanent, lightener.

**Task 1c** Diagrams presenting the colour wheel/star must be clearly labelled.

Candidates are required to provide examples of percentage strength of hydrogen peroxide and equivalent strength in volume, such as

% strength	volume strength
3%	10 vol
6%	20 vol
9%	30 vol
12%	40 vol

City & Guilds have produced pro-formas which may be used to complete tasks 1b and 1c. Word versions of the pro-formas are available to download from the 3002 webpage on [www.cityandguilds.com](http://www.cityandguilds.com).

### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Head blocks may be used for the practical observation. Simulation using head blocks should only be used once the use of models, peers and clients has been exhausted. If a head block is used for the summative assessment this should be recorded by the assessor.

If blocks are used for the observation, candidates must carry out the consultation, evaluation and aftercare advice on a peer to meet all of the observation criteria.

# Assignment 214 The art of colouring hair

## Tasks



### Task 2 Practical observation

Candidates are required to be observed carrying out the following hair colouring services:

- a. temporary colour
- b. semi-permanent colour.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.



## Assignment 214 The art of colouring hair

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Use suitable consultation techniques to identify service objectives</b>	Carries out basic consultation Identifies service objectives correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, uses visual aids, aware of own body language	Carries out thorough consultation  Example: uses open and closed questions, uses visual aids, uses effective body language, clearly repeats instructions to gain confirmation
3	<b>Assess the potential of the hair to achieve the desired look by identifying the influencing factors</b>	Minimal evaluation Identifies influential factors  Example: hair texture, length and density, client requirements	Good evaluation Identifies influential factors Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle	High level of evaluation Identifies influential factors Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle, head/face shape/features, contra-indications
12	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and equipment	Provides excellent level of aftercare advice  Example: use of products and equipment, maintenance of style and further services available
14	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 214 The art of colouring hair

## Assignment mark sheet



Candidate name

Candidate number

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
Please tick when completed											
1a	Produce a colour guide										
1b	Produce a chart										
1c	Produce a chart										
1d	Produce an fact sheet										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Temporary colour										
2b	Semi-permanent colour										
<p><b>Conversion chart</b></p> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	<p>Total points for graded tasks</p> <p>Divided by <b>÷ 2</b></p> <p>=</p> <p>Overall grade (see conversion chart)</p>
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

Candidate signature

Date

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 215 Provide scalp massage services

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare to provide scalp massage services
2. Be able to carry out scalp massage services

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce an information sheet	LO1: UK4, UK5, UK4, UK5
1b	Research and produce a chart	LO1: UK6, UK7 LO2: UK1, UK2
1c	Research and produce a labelled diagram	LO2: UK6
2	Practical observation	LO1: PS1, PS2, PS3, UK1, UK2, UK3 LO2: PS1, PS2, PS3, PS4, PS5, UK3, UK7, UK8

### Assessor's guidance

#### Tasks 1a, 1b & 1c

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced pro-formas which may be used to complete tasks 1b and 1c. Word versions of the pro-formas are available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, head blocks can **not** be used for this unit.

# Assignment 215 Provide scalp massage services

## Tasks



### Task 2 Practical observation

Candidates are required to be observed carrying the following scalp massage services:

- a. manual scalp massage for conditioning
- b. manual scalp massage to relax the client.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observations.

## Assignment 215 Provide scalp massage services

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Use suitable consultation techniques to identify service objectives</b>	Carries out basic consultation Identifies service objectives correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, uses visual aids, aware of own body language	Carries out thorough consultation  Example: uses open and closed questions, uses visual aids, uses effective body language, clearly repeats instructions to gain confirmation
6	<b>Select and use appropriate massage movement</b>	Selects and uses the massage movements to suit the identified factors	Selects, uses and adapts the massage movement to suit the identified factors and to meet the client's requirements	Selects, uses and adapts the massage movements to suit the identified factors, to meet the client's requirements, varies the pressure, rate and rhythm according to the identified factors and techniques used
7	<b>Apply massage movements in the correct sequence</b>	Selects and uses basic movements	Selects and uses appropriate massage movements based on purpose of massage	Selects and uses appropriate movements to maximise the effect of the massage
10	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and equipment	Provides excellent level of aftercare advice  Example: use of products and equipment, maintenance of style and further services available
11	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 215 Provide scalp massage services

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test
<i>Please tick when completed</i>			
1a	Produce an information sheet		
1b	Produce a chart		
1c	Produce a labelled diagram		
E-assessment (online multiple-choice test)			
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)
2a	Manual scalp massage for conditioning		
2b	Manual scalp massage to relax a client		
Total points for graded tasks			
Divided by			<b>÷ 2</b>
=			
Overall grade (see conversion chart)			

  

Average	Grade
1 – 1.5	Pass
1.6 – 2.5	Merit
2.6 – 3	Distinction

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 216 Salon reception duties

## Assignment overview

There are **three** learning outcomes to this unit:

1. Be able to carry out reception duties
2. Be able to book appointments
3. Be able to deal with payments

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Research and produce a chart	LO1: UK3, UK4, UK5
1b	Produce a guide	LO2: UK2, UK3, UK4, UK5
1c	Research and produce a chart	LO3: UK1, UK2, UK3
2	Practical observation	LO1: PS1, PS2, PS3, PS4, PS5, UK1, UK2 LO1: PS1, PS2, PS3, UK1 LO3: PS1, PS2, PS3

### Assessor's guidance

#### Tasks 1a, 1b & 1c

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced pro-formas which may be used to complete tasks 1a and 1c. Word versions of the pro-formas are available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 216 Salon reception duties

### Tasks



#### **Task 2      Practical observation**

Candidates are required to be observed carrying out salon reception duties on **two** separate occasions.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks. But may familiarise themselves with it prior to the observation.



## Assignment 216 Salon reception duties

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Identify the nature of the enquiry</b>	Establishes basic facts about enquiry through questioning	Good use of open questions to establish client enquiry; uses non-technical language, maintains good level of eye contact	Uses open and closed questions to accurately establish the clients enquiry; used technical and non-technical language appropriately, displays good listening skills (for example, mirroring and good level of eye contact) to confirm requirement
3	<b>Handle requests for services in a prompt and polite manner</b>	Shows open body language and welcoming facial expressions; acknowledges initial request promptly	Shows open body language and welcoming facial expressions, keeps good eye contact throughout; request handled promptly	Shows open body language and welcoming facial expressions, keeps good eye contact throughout; applies good listening skills; promptly handles request whilst balancing needs of others
4	<b>Provide information about services and or products that is clear and accurate</b>	Provides basic information about services	Gives clear and accurate information about services supported by materials (example, leaflets)	Gives clear and accurate information about services supported by materials (example, leaflets); prompts and responds to client questions and makes suitable suggestions
13	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 216 Salon reception duties

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
<i>Please tick when completed</i>											
1a	Produce a chart										
1b	Produce a guide										
1c	Produce a chart										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	First observation										
2b	Second observation										
<div> <div> <b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table> </div> <div>                     Total points for graded tasks                      Divided by                      =                      Overall grade                      (see conversion chart)                 </div> </div>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	<div> <div>÷ 2</div> <div></div> <div></div> </div>
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 217 Style and finish African type hair

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare to style and finish African type hair
2. Be able to style African type hair using blow drying techniques and heated and thermal equipment

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Research and produce a chart	LO1: UK1 LO2: UK1, UK2, UK3
1b	Produce a style guide	LO2: PS6, UK4
2	Practical observation	LO1: PS1, PS2, PS3, UK2, UK3, UK4 LO2: PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, UK5, UK6, UK7

### Assessor's guidance

#### Tasks 1a & 1b

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task and any minimum requirements listed below demonstrating correctness, accuracy and understanding.

Assessors may provide guidance to candidates about the minimum requirements.

**Task 1a** When describing effects of styling on the hair structure, candidates are required to cover alpha and beta keratin, and changes to the hydrogen bonds and salt linkages.

City & Guilds have produced a pro-forma which may be used to complete task 1a. A word version of the pro-forma is available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, head blocks can **not** be used for this unit.

# Assignment 217 Style and finish African type hair Tasks



## Task 2 Practical observation

Candidates are required to be observed carrying out the following styling services:

- a. blow dry
- b. blow dry
- c. finger wave
- d. wet set.

Candidates **must** cover:

Hair length	<b>two</b> above shoulder, <b>two</b> below shoulder
Styling products	a minimum of <b>two</b> styling products <b>across the four services</b>
Finishing products	a minimum of <b>two</b> finishing products <b>across the four services</b>
Heated styling equipment	straighteners (only as a finishing tool), curling tongs, heated rollers; <b>each</b> item of equipment <b>must</b> be used once <b>across the four services</b> .

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 217 Style and finish African type hair

### Practical observation descriptors table

		Descriptors		
		1 Mark	2 Marks	3 Marks
2	<b>Use suitable consultation techniques to identify service objectives</b>	Carries out basic consultation Identifies service objectives correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, uses visual aids, aware of own body language	Carries out thorough consultation  Example: uses open and closed questions, uses visual aids, uses effective body language, clearly repeats instructions to gain confirmation
3	<b>Assess the potential of the hair to achieve the desired look by identifying the influencing factors</b>	Minimal evaluation Identifies influential factors  Example: hair texture, length and density, client requirements	Good evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle	High level of evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle, head/face shape/features, contra-indications
8	<b>Use styling techniques that achieve the intended shape, direction, balance and volume agreed with the client</b>	Identifies and rectifies minor errors on instruction Little evidence of maximising potential of style  Example: takes minimum factors into account for style and dressing technique (hair conditions and client requirements)	Identifies and rectifies minor errors Some evidence of maximising potential of style  Example: self identification of errors; takes into account, for style and dressing, hair conditions, client requirements, hair growth and hair texture	Achieves accurate over the whole look; Clear evidence of maximising potential of style  Example: takes into account, for style and dressing, hair conditions, client requirements, hair growth, hair texture, haircut, hair length, head/face shape and features

## Assignment 217 Style and finish African type hair

### Practical observation descriptors table

	Descriptors			
		1 Mark	2 Marks	3 Marks
10	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and equipment	Provides excellent level of aftercare advice  Example: use of products and equipment, maintenance of style and further services available
11	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 217 Style and finish African type hair

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
Please tick when completed											
1a	Produce a chart										
1b	Produce a style guide										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Blow dry										
2b	Blow dry										
2c	Finger wave										
2d	Wet set										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks  Divided by  =  Overall grade (see conversion chart)
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										
			÷ 4								

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 218 Relax African type hair

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare African type hair for relaxing
2. Be able to relax and normalise hair

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce an information sheet	LO1: UK1 LO2: UK1, UK4
1b	Produce a fact sheet	LO2: UK2, UK3, UK5
1c	Produce a chart	LO2: UK6
2	Practical observation	LO1: PS1, PS2, PS3, PS4, UK2, UK3, UK4 LO2: PS1, PS2, PS3, PS4, PS5, PS6, PS7, PS8, PS9, PS10, UK7, UK8, UK9

### Assessor's guidance

#### Tasks 1a, 1b & 1c

These tasks are **not** graded. To achieve a pass, candidates must have covered **all** of the bullet points in each task demonstrating correctness, accuracy and understanding.

City & Guilds have produced a pro-forma which may be used to complete task 1c. A word version of the pro-forma is available to download from the 3002 webpage on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, head blocks can **not** be used for this unit.



# Assignment 218 Relax African type hair

## Tasks



### Task 2 Practical observation

Candidates are required to be observed carrying out the following relaxing services:

- a. virgin head application
- b. re-growth application.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observations.

## Assignment 218 Relax African type hair

### Practical observation descriptors table

Descriptors				
		1 Mark	2 Marks	3 Marks
2	<b>Use suitable consultation techniques to identify service objectives</b>	Carries out basic consultation Identifies service objectives correctly  Example: uses closed questions	Carries out good consultation  Example: uses open and closed questions, uses visual aids, aware of own body language	Carries out thorough consultation  Example: uses open and closed questions, uses visual aids, uses effective body language, clearly repeats instructions to gain confirmation
3	<b>Assess the potential of the hair to achieve the desired look by identifying the influencing factors</b>	Minimal evaluation Identifies influential factors  Example: hair texture, length and density, client requirements	Good evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle	High level of evaluation Identifies influential factors  Example: hair texture, length and density, client requirements, hair growth patterns, elasticity, client lifestyle , head/face shape/features, contra-indications
5	<b>Select and use products, tools and equipment suitable for the client's hair</b>	Selects basic tools and equipment Uses suitable relaxing product for hair and scalp condition	Good selection of tools and equipment Selects products based on analysis of all required test results, previous chemical treatments and client requirements	Excellent selection of tools and equipment Selects products based on analysis of all relevant factors

## Assignment 218 Relax African Type Hair

### Practical observation descriptors table

	Descriptors			
		1 Mark	2 Marks	3 Marks
13	<b>Provide suitable aftercare advice</b>	Provides basic aftercare advice  Example: use of products	Provides good level of aftercare advice  Example: use of products and equipment	Provides excellent level of aftercare advice  Example: use of products and equipment, maintenance of style and further services available
14	<b>Communicate and behave in a professional manner</b>	Satisfactory communication and behaviour  Example: polite, friendly, positive body language, speaks clearly	Good communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need	Excellent communication and behaviour  Example: polite, friendly, positive body language, speaks clearly, respectful to colleagues and clients, listens and responds to client's need, shows a reassuring and confident manner

# Assignment 218 Relax African Type Hair

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
Please tick when completed											
1a	Produce an information sheet										
1b	Produce a fact sheet										
1c	Produce a chart										
E-assessment (online multiple-choice test)											
Practical tasks	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Virgin head application										
2b	Re-growth application										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks  Divided by  =  Overall grade (see conversion chart)
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										
			<b>÷ 2</b>								

To allow a grade to be claimed, candidates must either pass **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 219 Provide threading service for hair removal

## Assignment overview

There are **two** learning outcomes to this unit:

1. Be able to prepare for threading
2. Be able to provide threading

This is a summary of the evidence required for this unit.

Task	Evidence required	Task coverage
1a	Produce an information sheet	LO2: UK 3, UK4, UK7, UK8
1b	Produce a fact sheet	LO1: UK5
1c	Anatomy and physiology	LO2: UK10, UK11
2	Practical observation	LO1: PS1, PS2, PS3, PS4, UK1, UK2, UK3, UK4 LO2: PS1, PS2, PS3, PS4, PS5, PS6, PS7, UK1, UK2, UK5, UK6, UK9

### Assessor's guidance

#### Tasks 1a, 1b & 1c

These tasks are **not** graded. To achieve a pass for knowledge tasks candidates must have covered **all** of the bullet points in each task **and** any minimum requirements listed in the assessor's guidance, demonstrating correctness, accuracy and understanding. Assessors may provide guidance to candidates about the minimum requirements.

**Task 1a** Candidates are **not** required to cover the following bullet points if they have already covered them as part of another assignment. This evidence can be used across units as appropriate:

- state the importance of completing client records correctly
- state the importance of completing the service to the satisfaction of the client.

**Task 1b** This task may be completed with 1b tasks from other technical units. However, for individual tasks to be passed candidates must have met **all** requirements for that particular task.

**Task 1c** Candidates are **not** required to produce the information for a task within the anatomy and physiology requirements more than once. The evidence can be used across units as appropriate for each candidate. Candidates may present evidence in a format agreed by the tutor/assessor.

A pro-forma and diagrams have been provided which may be used to complete tasks 1b and 1c. Word version of the pro-forma and the diagrams are available to download from the 3003 webpage on [www.cityandguilds.com](http://www.cityandguilds.com).

#### Task 2

Task 2 is graded. **All** the criteria on the checklist must be successfully demonstrated. For marking and grading criteria, please see *Task 2 – Practical observation checklist*.

Candidates are not permitted to use the checklist to work from when completing the practical task, but may familiarise themselves with it prior to the observation.

Practical observations for the unit must be carried out on a real person, fake body parts or head blocks can **not** be used for this unit.

# Assignment 219 Provide threading service for hair removal



## Tasks

### Task 2 Practical observation

The final observation should be undertaken when the candidates have completed a minimum of **three** treatments including **two** eyebrows, and **one** upper lip **or** chin.

Each observation should be accompanied by a treatment plan, which should include the following information:

- techniques and methods that were selected and adapted to suit the area being treated
- contra-actions that may occur during and following the treatment and how to respond

For the final practical observation the candidates will be assessed carrying out the following services:

- eyebrow threading
- upper lip **or** chin threading.

The final assessments can be covered with one client in one treatment.

Candidates are **not** permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 219 Provide threading service for hair removal

### Practical observation descriptors table

		Descriptors		
		1 Mark	2 Marks	3 Marks
2	<b>Use suitable consultation techniques to identify treatment objectives</b>	Basic consultation carried out. Examples: closed questions used throughout, questioning covered contra-indications.	Good consultation carried out. Examples: open and closed questions, positive body language, questioning covered contra-indications, general health, lifestyle and expectations.	Thorough consultation carried out. Examples: open and closed questions, positive body language, questioning covered contra-indications, general health, lifestyle and expectations.
3	<b>Provide clear recommendations to the client</b>	A basic treatment plan is recommended. Examples: objectives of the treatment identified.	A good treatment plan is recommended. Examples: objectives of the treatment, taking into account skin and hair type/condition and client expectations.	A thorough treatment plan is recommended. Examples: objectives of the treatment taking into account skin and hair type/condition, general health, medication, client lifestyle, expectations, pain threshold, and current use of hair removal.
7	<b>Select and use products, tools, equipment and techniques to suit client treatment needs</b>	Selects and uses correct products, tools, equipment and technique to suit hair growth patterns.	Selects and uses correct products, tools, equipment and technique to suit hair growth patterns and skin type, adjusts client's position correctly throughout the treatment, light and magnifier lamp used.	Selects and uses correct products, tools, equipment and technique to suit hair growth patterns and skin type, adjusts client's position correctly throughout the treatment, light and magnifier lamp used, ingrowing hairs released and any stray hairs removed if necessary, uses scissors to trim and sharpen the line of the brows (eyebrow treatment only).
8	<b>Complete the treatment to the satisfaction of the client</b>	The treatment is completed within the agreed time and brought to a satisfactory close.	The treatment is completed within the agreed time and the client is shown the result.	The treatment is completed within the agreed time, brought to a satisfactory close, the client is shown the result, result adapted if necessary, client is assisted where necessary.
10	<b>Provide suitable aftercare advice</b>	Basic aftercare advice is provided including possible contra-actions.	Good level of aftercare advice to include homecare routines, and products and future treatments.	Excellent aftercare advice to include homecare routines and products, application and removal techniques and future treatment and recommendations.

# Assignment 219 Provide threading service for hair removal



## Assignment mark sheet

Candidate name

Candidate number

Centre name

Centre number

Knowledge tasks	Evidence	Task	On-line test								
Please tick when completed											
1a	Produce an information sheet										
1b	Produce a fact sheet										
1c	Anatomy and physiology										
E-assessment (multiple-choice online test)											
Practical tasks	Evidence	Grade for task									
			Pass (1 point) Merit (2 points) Distinction (3 points)								
2a	Eyebrow threading										
2b	Upper lip and chin threading										
<b>Conversion chart</b> <table border="1"> <thead> <tr> <th>Average</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>1 – 1.5</td> <td>Pass</td> </tr> <tr> <td>1.6 – 2.5</td> <td>Merit</td> </tr> <tr> <td>2.6 – 3</td> <td>Distinction</td> </tr> </tbody> </table>			Average	Grade	1 – 1.5	Pass	1.6 – 2.5	Merit	2.6 – 3	Distinction	Total points for graded tasks  Divided by  =  Overall grade (see conversion chart)
Average	Grade										
1 – 1.5	Pass										
1.6 – 2.5	Merit										
2.6 – 3	Distinction										
			÷ 2								

To allow a grade to be claimed, candidates must pass practical tasks and either **all** knowledge tasks or the relevant on-line test.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date



# Assignment 104 Styling men's hair

## Assignment overview

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

1. Be able to prepare for styling for men
2. Be able to provide styling for men

This is a summary of the evidence required for this unit.

Task	Evidence	Task coverage
A	Produce a style book	LO1: UK1
B	Produce a chart	LO1: UK3
C	Practical observation	LO1: PS1, UK2 LO2: PS1, PS2, PS3, PS4

### Assessors' guidance

#### Tasks A & B

Tasks A & B are graded. Grading criteria for each task have been provided in *Marking and grading criteria for task A/task B*.

#### Task C

Task C is **not** graded. To achieve a pass, candidates must have achieved or demonstrated or all of the observation points on the observation checklist in the candidate pack.

Candidates may be observed carrying out this practical task on themselves, peers, friends and family or head blocks

If blocks are used for the observation of styling candidates must carry out the client protection on a peer to meet all of the observation criteria If a head block is used for the summative assessment this should be recorded by the assessor.

Candidates are not permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.

## Assignment 104 Styling men's hair

### Task B - Pro-forma



Products	Why you would use
Gel	
Sprays	
Wax	
Dressing creams	
Heat Protectors	

**Tutor/Assessor signature**

**Date**

# Assignment 104 Styling men's hair

## Task C - Pro-forma



### Consultation sheet

Client name/reference number .....

Date .....

### List the factors that could influence the choice of styling technique

.....

.....

.....

.....

### Hair type

Curly ☐ Wavy ☐ Straight ☐

### Tools and equipment used

Combs ☐ Brushes ☐ Dryers ☐

Electrical  
equipment ☐

### Products used

Gel ☐ Spray ☐ Wax ☐

Dressing  
creams ☐ Heat  
protectors ☐

**Tutor/Assessor signature**

**Date**

## Assignment 104 Styling men's hair

Marking and grading criteria for task A



Candidate Name:

Centre Name

Pass		Merit		Distinction	
The candidate needs to have:		The candidate needs to achieve everything at pass grade and:		The candidate needs to achieve everything at pass and merit grade and:	
<ul style="list-style-type: none"> <li>demonstrated understanding of the tasks but required considerable guidance</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>demonstrated sound understanding of the tasks and provided clear and relevant evidence</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>demonstrated excellent understanding of the tasks with minimum assistance required</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>provided the minimum evidence required</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>used a range of relevant sources/resources</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>used a wide range of sources/resources which are clearly referenced</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>little evidence of original thought</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>presented the tasks well and in an organised and logical manner</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>presented the tasks to a high level</li> </ul>	<input type="checkbox"/>
				<ul style="list-style-type: none"> <li>developed ideas in an original way</li> </ul>	<input type="checkbox"/>

Note: **All** points at each grade must be evidenced in order to achieve the grade, ie **all** pass criteria met and only one from merit, would result in a pass grade only. For Distinctions **all** criteria must be met for each grade.

<b>Tutor/Assessor:</b>	<b>Date:</b>
------------------------	--------------

## Assignment 104 Styling men's hair

### Marking and grading criteria for task B

Candidate Name:

Centre Name

Pass		Merit		Distinction	
The candidate needs to have:		The candidate needs to achieve everything at pass grade and:		The candidate needs to achieve everything at pass and merit grade and:	
<ul style="list-style-type: none"> <li>demonstrated understanding of the tasks but required considerable guidance</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>	<ul style="list-style-type: none"> <li>demonstrated sound understanding of the tasks and provided clear and relevant evidence</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>demonstrated excellent understanding of the tasks with minimum assistance required</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>
<ul style="list-style-type: none"> <li>provided the minimum evidence required</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>used a range of relevant sources/resources</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>used a wide range of sources/resources which are clearly referenced</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>little evidence of original thought</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>presented the tasks well and in an organised and logical manner</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>presented the tasks to a high level</li> </ul>	<input type="checkbox"/>
			<input type="checkbox"/>	<ul style="list-style-type: none"> <li>developed ideas in an original way</li> </ul>	<input type="checkbox"/>

Note: **All** points at each grade must be evidenced in order to achieve the grade ie **all** pass criteria met and only one from merit, would result in a pass grade only. For Distinctions **all** criteria must be met for each grade.

<b>Tutor/Assessor:</b>	<b>Date:</b>
------------------------	--------------

## Assignment 104 Styling men's hair

### Task C - Observation checklist



<b>Candidate name</b>		<b>Date</b>	
-----------------------	--	-------------	--

Candidates are not permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to a treatment.

**All observation points must be evidenced to achieve a pass grade.**

	<b>Tick when observed</b>
1 Client gowned and protected to a professional standard for the required service	
2 Basic styling requirements and suitable tools and equipment identified	
3 Selected suitable products, tools and equipment with supervision and prepared work area/trolley	
4 Shampooed and conditioned hair (if appropriate)	
5 Sectioned hair cleanly and evenly for required drying/styling technique (if appropriate)	
6 Used the tools and equipment correctly and in a safe manner	
7 Followed manufacturers instructions for the products selected	
8 Controlled air flow and temperature (if appropriate)	
9 Selected and used appropriate materials, products, tools and equipment to finish and secure hair as required with supervision	
10 Ensured client comfort at all times (if appropriate)	
11 Followed safe and hygienic working practice	
12 Communicated in a professional manner	
13 Behaved in a professional manner	

**Assessors comments if required**

----------------------

Candidate has successfully completed	Yes/No*
--------------------------------------	---------

<b>Name &amp; Signature of assessor:</b>	<b>Date:</b>
--	--------------

# Assignment 104 Styling men's hair

## Assignment mark sheet

**Candidate name**

**Candidate number**

Centre name

Centre number

Task	Evidence	Grade for task	Pass (1 point) Merit (2 points) Distinction (3 points)
1a	Produce a style book		
1b	Produce a chart		
2	Practical observation		
=Total mark for all graded tasks			
Divided by			÷ 2
=			
Overall grade (see conversion chart)			

Conversion chart	
Average	Grade
1-1.5	Pass
1.6-2.5	Merit
2.6-3	Distinction

All parts of the tasks must be passed to allow a grade to be claimed.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature  
(where applicable)

Date

External Verifier signature (where applicable)

Date

# Assignment 105 Plaiting and twisting hair

## Assignment overview

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

1. Be able to prepare for hair plaiting and twisting
2. Be able to carry out hair plaiting and twisting techniques

This is a summary of the evidence required for this unit.

Task	Evidence	Task coverage
A	Produce a style book	LO2: UK1, UK2
B	Practical observation	LO1: PS1, PS2 LO2: PS1, PS2, PS3

### Assessors' guidance

#### Task A

Task A is graded. Grading criteria for the task have been provided in *Marking and grading criteria for task A*.

#### Task B

Task B is **not** graded. To achieve a pass, candidates must have achieved or demonstrated all of the observation points on the observation checklist.

Candidates may be observed carrying out this practical task on themselves, peers, friends and family or head blocks.

If blocks are used for the observation of plaiting, candidates must carry out the client protection and aftercare advice on a peer to meet all of the observation criteria. If a head block is used for the summative assessment this should be recorded by the assessor.

Candidates are not permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to the observation.



# Assignment 105 Plaiting and twisting hair

## Task B Pro-forma – Consultation Sheet



Client name/reference number .....

Date .....

### List the factors that could influence the choice of plaiting and/or twisting technique

.....

.....

.....

.....

#### Hair texture

Fine ☐ Medium ☐ Coarse ☐

#### Tools and equipment used

Combs ☐ Brushes ☐ Bands ☐ Section clips ☐

Added hair ☐ Pins ☐ Clips ☐ Electrical equipment ☐

Pipe cleaners ☐ Fabrics ☐ Ribbons ☐ Threads ☐

Other Decoration ☐

#### Products used

Gel ☐ Oil ☐ Lotion ☐ Moisturisers ☐

Spray ☐

#### Aftercare advice given and reasons why

.....

.....

## Task B - Observation checklist



Candidate name		Date	
----------------	--	------	--

Candidates are not permitted to use the checklist to work from when completing the practical tasks, but may familiarise themselves with it prior to a treatment.

Tick when  
observed

1	Completed consultation sheet	
2	Gowned and protected to a professional standard for the service required	
3	Identified requirements for basic plaiting/twisting technique	
4	Prepare the hair for plaiting and twisting techniques	
5	Selected products, tools and equipment with supervision and prepared work area/trolley	
6	Sectioned hair cleanly and evenly for required technique	
7	Secured plaits/twists with supervision to minimise risk of excessive tension	
8	Provide homecare advice	
9	Ensured client comfort at all times (if appropriate)	
10	Followed safe and hygienic working practice	
11	Communicated in a professional manner	
12	Behaved in a professional manner	

Assessors comments if required

Candidate has successfully completed	Yes/No*
--------------------------------------	---------

<b>Name &amp; signature of assessor:</b>	<b>Date:</b>
--	--------------

# Assignment 105 Plaiting and twisting hair

## Marking and grading criteria for task A



Candidate Name:

Centre Name:

Pass		Merit		Distinction	
The candidate needs to have:		The candidate needs to achieve everything at pass grade and:		The candidate needs to achieve everything at pass and merit grade and:	
<ul style="list-style-type: none"> <li>demonstrated understanding of the tasks but required considerable guidance</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>demonstrated sound understanding of the tasks and provided clear and relevant evidence</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>demonstrated excellent understanding of the tasks with minimum assistance required</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>provided the minimum evidence required</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>used a range of relevant sources/resources</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>used a wide range of sources/resources which are clearly referenced</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>little evidence of original thought</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>presented the tasks well and in an organised and logical manner</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>presented the tasks to a high level</li> </ul>	<input type="checkbox"/>
				<ul style="list-style-type: none"> <li>developed ideas in an original way</li> </ul>	<input type="checkbox"/>

Note: **All** points at each grade must be evidenced in order to achieve the grade ie **all** pass criteria met and only one from merit, would result in a pass grade only. For Distinctions **all** criteria must be met for each grade.

<b>Tutor/Assessor assessor:</b>	<b>Date:</b>
---------------------------------	--------------

# Assignment 105 Plaiting and twisting hair

## Assignment mark sheet



**Candidate name**

**Candidate number**

Centre name

Centre number

Task	Evidence	Grade for task	Mark Pass (1 point) Merit (2 points) Distinction (3 points)
A	Produce a style book		
B	Practical observation	Pass/fail	
Overall grade			

All parts of the tasks must be passed to allow a grade to be claimed.

**Candidate signature**

**Date**

Assessor signature

Date

Quality Assurance Co-ordinator signature (where applicable)

Date

External Verifier signature (where applicable)

Date

## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

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

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### International learners

#### General qualification information

**T: +44 (0)844 543 0033**

**F: +44 (0)20 7294 2413**

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

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**F: +44 (0)20 7294 2413**

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

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