

Specification

Edexcel NVQ/competence-
based qualifications

**Edexcel Level 1 NVQ Certificate in Beauty Therapy
(QCF)**

**Edexcel Level 1 NVQ Certificate in Hairdressing and
Barbering (QCF)**

**Edexcel Level 1 NVQ Diploma in Hairdressing and
Beauty Therapy (QCF)**

For first registration August 2010

Issue 2

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

This specification is Issue 2. Key changes are sidlined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Qualification titles covered by this specification

This specification gives you the information you need to offer the:

Edexcel Level 1 NVQ Certificate in Beauty Therapy (QCF)

Edexcel Level 1 NVQ Certificate in Hairdressing and Barbering (QCF)

Edexcel Level 1 NVQ Diploma in Hairdressing and Beauty Therapy (QCF)

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 1 NVQ Certificate in Beauty Therapy (QCF)	500/9132/3	01/08/2010
Edexcel Level 1 NVQ Certificate in Hairdressing and Barbering (QCF)	500/7974/8	01/01/2010
Edexcel Level 1 NVQ Diploma in Hairdressing and Beauty Therapy (QCF)	500/9340/X	01/08/2010

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualification from August 2010:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Edexcel Level 1 NVQ in Beauty Therapy	100/4750/5	01/08/2004	31/07/2010

Key features of the Edexcel Level 1 NVQ Certificates and Diploma in Hairdressing and Beauty Therapy (QCF)

These qualifications:

- are nationally recognised
- are based on the Hairdressing and Beauty Therapy National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure(s) are owned by Habia.

What is the purpose of these qualifications?

Edexcel Level 1 NVQ Certificate in Beauty Therapy (QCF)

This qualification provides an initial job-ready qualification for learners who have little or no experience in the industry. It is available for 14-16 year olds (under supervision).

Edexcel Level 1 NVQ Certificate in Hairdressing and Barbering (QCF)

This is a job-ready qualification which allows learners to achieve a qualification that recognises the achievement of competency in the workplace or in a work environment. Learners undertaking this qualification will be supervised when working and therefore the aim of the qualification is to support learning of fundamental skills required in the profession.

Edexcel Level 1 NVQ Diploma in Hairdressing and Beauty Therapy (QCF)

The purpose of this job-ready qualification is to allow candidates to achieve a qualification that recognises the achievement of competency in the workplace or in a work environment. It is aimed for learners who are interested in both Hairdressing and Beauty Therapy. Learners undertaking the Edexcel Level 1 NVQ Diploma in Hairdressing and Beauty Therapy will be supervised when working and therefore the aim of the qualification is to support learning of fundamental skills required in the profession.

Who are these qualifications for?

The Edexcel Level 1 NVQ Certificate in Beauty Therapy (QCF) and the Edexcel Level 1 NVQ Certificate in Hairdressing and Barbering (QCF) qualifications are for all learners aged 14 and above who are capable of reaching the required standards.

The Edexcel Level 1 NVQ Diploma in Hairdressing and Beauty Therapy (QCF) is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of these qualifications to the learner and employer?

These qualifications allow learners to develop skills essential to working in a beauty or hairdressing salon, such as forming good working relationships with clients, preparing and maintaining treatment areas and awareness of health and safety, as well as the specialist skills needed to assist with carrying out beauty treatments or hairdressing/barbering services. Learners will carry out their work within a realistic work context.

What are the potential job roles for those working towards these qualifications?

- Beauty consultant
- Beauty therapist
- Hairdresser.

What progression opportunities are available to learners who achieve these qualifications?

This qualification allows opportunities for progression to the Edexcel Level 2 NVQ Diploma in Hairdressing, Beauty Therapy or Nail Services. Alternatively, learners can progress to vocationally related qualifications, such as the BTEC short courses in Hairdressing.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 1 NVQ Certificate in Beauty Therapy (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

The Edexcel Level 1 NVQ Certificate in Beauty Therapy is a 19-credit qualification which consists of three mandatory units (11 credits) plus a minimum of eight credits from optional units.

Mandatory units

Credit value required: Minimum 11, Maximum 11.

- A/601/5867 – Ensure Responsibility for Actions to Reduce Risks to Health And Safety
- R/600/9086 – Prepare and Maintain Salon Treatment Work Areas
- J/600/1258 – Contribute to the Development of Effective Working

Optional units

Credit value required: Minimum 8.

- Y/600/8747 – Assist with Facial Skin Care Treatments
- F/600/8919 – Assist with Day Make-up
- F/600/1257 – Assist with Salon Reception Duties
- L/600/8924 – Assist with Nail Services

What is the qualification structure for the Edexcel Level 1 NVQ Certificate in Hairdressing and Barbering (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

Learners must achieve a minimum of 20 credits, consisting of four mandatory units (14 credits) and optional units which must consist of a minimum of six credits.

Mandatory units

Credit value required: Minimum 14, Maximum 14.

- A/601/5867 – Ensure Responsibility for Actions to Reduce Risks to Health and Safety
- J/600/1258 – Contribute to the Development of Effective Working
- A/600/1208 – Shampoo and Condition Hair
- A/600/1273 – Prepare for Hair Services and Maintain Work Areas

Optional units

Credit value required: Minimum 6.

- F/600/1257 – Assist with Salon Reception Duties
- D/600/1041 – Assist with Shaving Services
- R/600/1036 – Assist with Hair Colour Services
- J/600/0997 – Blow Dry Hair
- J/600/1213 – Assist with Perming Hair Services
- Y/600/1037 – Plait and Twist Hair Using Basic Techniques
- T/600/1000 – Remove Hair Extensions

What is the qualification structure for the Edexcel Level 1 NVQ Diploma in Hairdressing and Beauty Therapy (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

To achieve this qualification, learners must complete a minimum of 41 credits. Learners must take five mandatory units (17 credits) and optional units which must consist of a minimum of 24 credits.

Mandatory units

Credit value required: Minimum 17.

- A/601/5867 – Ensure Responsibility for Actions to Reduce Risks to Health and Safety
- R/600/9086 – Prepare and Maintain Salon Treatment Work Areas
- J/600/1258 – Contribute to the Development of Effective Working
- A/600/1208 – Shampoo and Condition Hair
- A/600/1273 – Prepare for Hair Services and Maintain Work Areas

Optional units

Credit value required: Minimum 24.

- Y/600/8747 – Assist with Facial Skin Care Treatments
- F/600/8919 – Assist with Day Make-up
- F/600/1257 – Assist with Salon Reception Duties
- L/600/8924 – Assist with Nail Services
- J/600/0997 – Blow Dry Hair
- R/600/1036 – Assist with Hair Colour Services
- J/600/1213 – Assist with Perming Hair Services
- Y/600/1037 – Plait and Twist Hair Using Basic Techniques
- T/600/1000 – Remove Hair Extensions

How are the qualifications graded and assessed?

The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment strategy

The assessment strategies for these qualifications have been included in *Annexe D*. Separate assessment strategies have been produced for Beauty Therapy, Nail Services, Hairdressing, and Barbering. These assessment strategies have been developed by Habia in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategies include details on:

- criteria for defining realistic working environments
- use of simulation
- areas where mandatory written question papers must be used
- roles, occupational competence and continuing professional development required by assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- nationally agreed maximum service times for NVQ assessment purposes.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Learners' essential knowledge and understanding for the Level 1 NVQ Certificate in Beauty Therapy, the Level 1 NVQ Certificate in Hairdressing and Barbering and the Level 1 NVQ Diploma Hairdressing and Beauty Therapy is assessed through the use of externally set tests. These tests are written by Edexcel, and administered and assessed by Edexcel approved centres. The tests are available to Edexcel approved centres in the form of a

CD ROM on request from NVQ@Edexcel.com. The CD ROM contains instructions to centres to ensure that the test papers are secure. For Level 1 NVQs in Hairdressing and Beauty Therapy, these papers should be delivered in either written or oral formats at the discretion of the assessor.

What do you need to offer these qualifications?

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the Hairdressing or Beauty Therapy sectors. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit code:					This is the unit owner's reference number for the specified unit.
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

3 Assessment of performance and knowledge in the workplace:

All evidence must be derived from performance in the workplace with no exceptions. Therefore, **no simulated working conditions** have been specified in this Assessment Strategy as the outcomes can be demonstrated by a combination of other assessment methods drawn from:

- direct observation of the candidate in the workplace
- witness testimony by colleagues and line managers of the candidate's successful performance of activities in the workplace
- documentary and other product-based evidence
- a personal report by the candidate endorsed by colleagues
- questions
- discussion
- professional discussion.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify the hazards and evaluate the risks in the workplace	<p>1.1 identify workplace instructions that are relevant to them and their job role</p> <p>1.2 identify working practices and hazards in the workplace that could be harmful</p> <p>1.3. evaluate the hazards and prioritise in risk order</p> <p>1.4. report hazard(s) to the responsible person</p>			
2 Be able to reduce the risks to health and safety in the workplace	<p>2.1. perform work activities at own level of competence in accordance with identified health and safety:</p> <ul style="list-style-type: none"> - workplace policies - instructions and procedures, - suppliers and manufacturers' information and - relevant legal requirements <p>2.2 manage hazards in accordance with workplace instructions and legal requirements</p> <p>2.3 report any differences between workplace instructions and supplier/manufacturer instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to reduce risks to health and safety in the workplace</p>	<p>3.1 explain their responsibility in remaining alert to hazards and risks</p> <p>3.2 describe own responsibilities and scope for action in controlling risk</p> <p>3.3 explain the importance of adhering to health and safety policies and practices</p> <p>3.4 describe where and when to get additional health and safety assistance</p> <p>3.5 describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 2: Prepare and Maintain Salon Treatment Work Areas

Unit code:	B1
Unit reference number:	R/600/9086
QCF level:	1
Credit value:	3
Guided learning hours:	27

Unit summary

This is a job-ready unit which is competency based. This unit is about preparing salon treatments and maintaining work areas. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

Evidence requirements

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 Learners must practically demonstrate in their everyday work that they have met the standard for preparing and maintaining the beauty therapy work areas.
- 3 The assessor will observe the learner's performance on **at least three occasions**.
- 4 Learners must show that they have:
 - prepared and maintained work for six out of the eight* treatments
 - a waxing
 - b eye treatments
 - c make-up
 - d facial
 - e manicure
 - f pedicure
 - g nail art
 - h nail enhancements

- have prepared all types of environmental conditions
 - a lighting
 - b heating
 - c ventilation
 - d general comfort

*However, learners must prove to their assessor that they have the necessary knowledge, understanding and skills to be able to perform competently in respect of all items in this range.

- 5 It is likely that the evidence of the learner's performance will be gathered from the observations made by the assessor, but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare the treatment work areas	<p>1.1 use client records to select suitable materials and equipment for the client</p> <p>1.2 set up materials, tools and equipment for treatments following the salon procedures and any given instructions</p> <p>1.3 clean all tools and equipment using the correct sterilisation and disinfection methods</p> <p>1.4 ensure that environmental conditions are suitable for the client and the treatment</p> <p>1.5 locate the correct client records for the relevant member of staff prior to treatment</p> <p>1.6 check personal standards of hygiene, protection and appearance meet accepted industry and organisational requirements</p>			
2 Be able to maintain the treatment work areas	<p>2.1 dispose of waste materials safely and correctly</p> <p>2.2 check and clean equipment according to manufacturers' instructions and salon procedures</p> <p>2.3 store records, materials and equipment following salon procedures</p> <p>2.4 leave the work area in a clean and hygienic condition suitable for further treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know about organisational and legal requirements</p>	<p>3.1 state their responsibilities under relevant health and safety legislation</p> <p>3.2 state their responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisational requirements</p> <p>3.3 state the importance and reasons for keeping records of treatments</p> <p>3.4 state the importance of the correct storage of client records in relation to the Data Protection Act</p> <p>3.5 state why it is important to maintain standards of general hygiene and the principles of avoiding cross-infection</p> <p>3.6 state the salon's procedure for storing materials and equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to prepare and maintain the treatment work areas</p>	<p>4.1 identify the types of products, materials and equipment required for the treatments</p> <p>4.2 describe how to set up materials and equipment for the treatments</p> <p>4.3 identify the different types of sterilising equipment and products available</p> <p>4.4 state how to sterilise tools and equipment for the treatments</p> <p>4.5 state the differences between sterilisation and disinfection</p> <p>4.6 identify the different types of chemicals used for disinfection</p> <p>4.7 state the necessary environmental conditions for the treatments</p> <p>4.8 state how to dispose of waste materials and products from the treatments</p> <p>4.9 describe how to check and clean equipment used for treatments</p> <p>4.10 state the condition in which the work area should be left and why this is important</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Contribute to the Development of Effective Working

Unit code:	G3
Unit reference number:	J/600/1258
QCF level:	1
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job-ready unit which is competency based. This unit is about forming good relationships with clients in a way that promotes goodwill and trust, being able to work effectively when supporting colleagues and using opportunities for learning what happens within their job role.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their work situation that they have met the standards for contributing to effective working relationships.
- 3 The assessor will observe the learner's performance on at least three occasions, two of which will cover interaction with clients and one of which will cover interaction with colleagues.
- 4 The learner must show that they have:
 - participated in all the types of learning opportunities listed.
 - a active participation in training and development activities
 - b active participation in salon activities
 - c watching technical activities.
- 5 Although a large part of the evidence of the learner's performance will be gathered from the observations made by the assessor, the learner will need to produce other evidence to support the performance as described below.
- 6 No mandatory written questions are required for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to develop effective working relationships with clients and colleagues</p>	<p>1.1 communicate with clients and colleagues in a manner which promotes goodwill, trust and maintains confidentiality</p> <p>1.2 handle client belongings with care and returning them when required</p> <p>1.3 refer any client concerns promptly to the relevant person</p> <p>1.4 maintain client comfort and care to the satisfaction of the client</p> <p>1.5 ask politely for help and information from colleagues when necessary</p> <p>1.6 respond willingly, courteously and in a timely manner to requests for assistance, which supports the smooth running of the salon</p> <p>1.7 report problems likely to affect salon services, to the relevant person</p> <p>1.8 meet the salon’s standards for appearance and behaviour</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to develop self within the job role</p>	<p>2.1 identify own strengths and weaknesses within job role and ensure that these are agreed with the relevant person</p> <p>2.2 find out more information from relevant people to perform a task when the instructions given are unclear</p> <p>2.3 ask for feedback from relevant people on how well they have progressed and how they can improve their performance</p> <p>2.4 ask colleagues to help them learn if they find tasks difficult</p> <p>2.5 take the opportunity to learn when they are available</p> <p>2.6 agree realistic self development targets with the relevant person</p> <p>2.7 regularly review progress towards achieving agreed targets</p> <p>2.8 use the results of reviews to develop their future personal development plan</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the salon's and legal requirements	3.1 state own job role and responsibilities and how they relate to the role of other team members 3.2 state when agreement with or permission from others should be sought 3.3 state why it is important to work within job responsibilities and what might happen otherwise 3.4 identify the standards of behaviour that are expected when working in the salon, including attendance and punctuality and personal appearance 3.5 state the salon's guidelines for client care and why they should be followed			
4 Understand communication methods	4.1 describe how to communicate in a clear, polite, confident way and why this is important 4.2 identify the questioning and listening skills required to find out information 4.3 state the rules and procedures for different methods of communication 4.4 identify how to recognise when a client is angry and when a client is confused			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand procedures and targets	5.1 state how to get information about work responsibilities and the standards expected 5.2 state the salon's appeal and grievance procedures 5.3 state personal development targets and timescales 5.4 state the importance of meeting work targets			
6 Understand how to improve own performance	6.1 state how to identify own strengths and weaknesses 6.2 state the importance of continuous professional development 6.3 identify who can help self to obtain opportunities for development and/or training 6.4 outline how using the National Occupational Standards for Hairdressing can help identify development needs 6.5 state how to access information on National Occupational Standards and qualifications, relevant to hairdressing 6.6 state the importance of continually using and updating own personal development plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand how to work with others	7.1 state why good working relationships are important 7.2 state how to react positively to reviews, feedback and why this is important 7.3 state how to manage time effectively 7.4 state who to report to when there are difficulties in working with others			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: Shampoo and Condition Hair

Unit code:	GH1
Unit reference number:	A/600/1208
QCF level:	1
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about the skill of shampooing and conditioning using appropriate massage techniques and products for different types of hair, following the instructions of a stylist. This unit applies to both hairdressing and barbering salons.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for shampooing and conditioning hair.
- 3 The assessor will observe the learners performance on at least three separate occasions each for a different client.
- 4 The learner must show that they have:
 - used effleurage, rotary and petrissage massage techniques
 - worked on hair lengths, above and below shoulder
 - used surface and treatment conditioning products.
- 5 It is likely most evidence of the performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use effective and safe working methods when shampooing and conditioning hair</p>	<p>1.1 protect the client’s clothing throughout the service</p> <p>1.2 clean and tidy the work area throughout the service</p> <p>1.3 remove waste immediately at the end of the shampooing and conditioning service</p> <p>1.4 use working methods that:</p> <ul style="list-style-type: none"> - minimise the wastage of products - minimise the risk of cross-infection, infestation and offence to clients and colleagues - make effective use of working time - ensure the use of clean resources - ensure clients are correctly positioned to meet the needs of the service without causing discomfort - minimise the risk of harm or injury to self and others <p>1.5 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to their clients and colleagues</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to shampoo hair</p>	<p>1.6 replenish resources, when required, to minimise disruption</p> <p>1.7 report products that need reordering to the relevant person</p> <p>1.8 complete the shampooing and conditioning service in a commercially viable time</p> <p>2.1 use products and tools following the stylist's instructions</p> <p>2.2 use massage techniques suitable for the client's hair and part of the service</p> <p>2.3 use massage techniques to achieve an even distribution of shampoo over the hair and scalp</p> <p>2.4 adapt the water temperature, flow and direction to suit the needs of the client's hair and the next part of the service</p> <p>2.5 clean the client's hair and scalp of shampoo and remove excess water</p> <p>2.6 detangle the client's hair without damage to the hair and scalp</p> <p>2.7 refer problems that arise to the relevant persons</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to apply conditioner and treatments to the hair</p>	<p>3.1 use conditioning and treatment products and tools following the stylist's instructions</p> <p>3.2 use massage techniques suitable for the client's hair and part of the service</p> <p>3.3 remove the conditioning and treatment products in a way that avoids disturbing the direction of the cuticle</p> <p>3.4 comb the client's hair without causing damage to the hair and scalp prior to the next part of the service</p> <p>3.5 remove excess moisture from the hair</p> <p>3.6 refer problems that arise to the relevant persons</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know the salon and legal requirements</p>	<p>4.1 state the salon's requirements for client preparation</p> <p>4.2 identify the person to whom low levels of resources should be reported</p> <p>4.3 state the salon's expected service time for shampooing and conditioning</p> <p>4.4 state personal responsibilities under the current regulations in relation to shampooing and conditioning services:</p> <ul style="list-style-type: none"> - Control of Substances Hazardous to Health Regulations - Electricity at Work Regulations 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Know how to work safely, effectively and hygienically when shampooing and conditioning hair</p>	<p>5.1 describe contact dermatitis and the steps that can be taken to avoid it whilst carrying out hairdressing services</p> <p>5.2 identify the types of protective clothing that should be available to clients</p> <p>5.3 describe how personal and client positioning can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>5.4 outline the safety considerations which must be taken into account when shampooing and conditioning</p> <p>5.5 outline the importance of keeping the work area clean and tidy</p> <p>5.6 outline safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p> <p>5.7 outline the importance of personal hygiene</p> <p>5.8 outline the importance of thoroughly rinsing hair when shampooing and conditioning</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know the basic science of shampooing and conditioning	<p>6.1 state the direction in which the hair cuticle lies and its importance when disentangling wet hair</p> <p>6.2 outline the effects of water temperature on the scalp</p> <p>6.3 describe how shampoo and water act together to cleanse the hair</p> <p>6.4 outline how the build up of products can affect the hair, scalp and effectiveness of other services</p> <p>6.5 identify types of conditioning products and their effects</p>			
7 Know about products, equipment and their use	<p>7.1 describe the manufacturers' instructions relating to the use of shampooing and conditioning products in the salon</p> <p>7.2 describe how to use electrical equipment for conditioning hair</p> <p>7.3 outline the potential implications if shampooing and conditioning instructions are not followed</p> <p>7.4 identify the types and causes of problems that can arise when shampooing and conditioning hair</p> <p>7.5 identify the types of problems that should be reported and the person to whom they should be reported</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Know about shampooing and conditioning techniques</p>	<p>8.1 describe when and how to use rotary, effleurage, friction and petrissage massage techniques when shampooing and conditioning different lengths of hair</p> <p>8.2 describe how to shampoo natural hair and the potential consequences of doing this wrongly</p> <p>8.3 outline the importance of evenly distributing shampoo</p> <p>8.4 state how conditioning and treatment products should be applied to hair</p> <p>8.5 describe the importance of removing products and excess water from the hair after each service</p> <p>8.6 outline the importance of detangling hair from point to root</p> <p>8.7 state how often the hair according to hairstyle, hair and scalp condition and lifestyle should be cleansed and shampooed</p> <p>8.8 outline the importance of using shampoos and conditioners cost effectively</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 5: Prepare for Hair Services and Maintain Work Areas

Unit code:	GH3
Unit reference number:	A/600/1273
QCF level:	1
Credit value:	2
Guided learning hours:	20

Unit summary

This is a job-ready unit which is competency based. This unit is about preparing for hairdressing and/or barbering services and maintaining work areas. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to both hairdressing and barbering salons.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for preparing and maintaining work areas.
- 3 The assessor will observe the learner's performance on at least three occasions and must include preparation for three different hairdressing or barbering services.
- 4 No range items.
- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 No mandatory written questions are required for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for hair services	1.1 set up materials, tools and equipment for hair services following the stylist's instructions 1.2 make sure that materials, tools, equipment and work area are ready in time for the service 1.3 make sure that all tools for hair services are cleaned, disinfected and or sterilised using suitable methods 1.4 locate any client records in time for consultation by the stylist			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to maintain the work area for hair services</p>	<p>2.1 dispose of hair and waste materials safely and correctly</p> <p>2.2 check and clean equipment according to manufacturers' instructions and own salon's requirements</p> <p>2.3 make sure that there are enough clean towels and gowns to last through the working day</p> <p>2.4 keep stocks of products and other items needed for hair services replenished to the levels required by the salon</p> <p>2.5 store records, materials and equipment in the required place</p> <p>2.6 clean work surfaces effectively, leaving the work area in a suitable condition for further services</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand salon and legal requirements</p>	<p>3.1 state the salon's requirements for work area preparation and maintenance, including the checking and cleaning of equipment</p> <p>3.2 state own salon's and legal requirements for the disposal of waste materials</p> <p>3.3 state the salon's required stocking levels for products and other items used in hair services</p> <p>3.4 state own responsibilities under the current Control of Substances Hazardous to Health Regulations when handling hair products and cleaning, disinfecting and sterilising products</p> <p>3.5 state the importance of and reasons for keeping records of hair services</p> <p>3.6 state the importance of the correct storage of client records in relation to the Data Protection Act</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to prepare and maintain the work area</p>	<p>4.1 state general salon hygiene principles in relation to floors and seating, working surfaces, mirrors and salon equipment</p> <p>4.2 state the importance of maintaining standards of hygiene and the principles for avoiding cross-infection and cross-infestation</p> <p>4.3 state the types of products, materials, tools and equipment required for hair services</p> <p>4.4 state how to set up materials, tools and equipment for the hair services</p> <p>4.5 state the different methods of sterilisation and the various types of equipment available</p> <p>4.6 state how to clean, disinfect and sterilise different types of tools for the different hair services (ie metals, plastic, wood, electrical)</p> <p>4.7 state the difference between sterilising and disinfecting</p> <p>4.8 state how to dispose of waste materials and products from hair services</p> <p>4.9 state how to check and clean equipment used for hair services</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.10 state how and where to store materials, tools and equipment			
	4.11 state the condition in which the work area should be left ready for further services			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 6: Assist with Facial Skin Care Treatments

Unit code:	B2
Unit reference number:	Y/600/8747
QCF level:	1
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job-ready unit which is competency based. This unit is about preparing for assisting with facial skin care treatments. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for assisting with facial treatments.
- 3 The assessor will observe the learner's performance on at least three occasions
- 4 The learner must show that they have:
 - used all consultation techniques
 - a questioning
 - b visual
 - c manual
 - identified all skin types
 - a oily
 - b dry
 - c combination
 - carried out all types of preparation of the client

- a covering of the client
 - b removal of accessories
 - c protection of hair
 - d removal of appropriate clothing
 - used all the types of facial products
 - a cleanser
 - b toner
 - c eye make-up remover
 - d moisturiser
 - e mask
 - given all the types of advice
 - a suitable aftercare products and their use
 - b avoidance of activities which may cause contra-indications
 - c recommended time intervals in between facial treatments
 - d home care routines.
- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

The assessment and quality assurance requirement for this qualification/unit provides evidence towards Assessor and Verifier units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when assisting with facial treatments</p>	<p>1.1 set up the work area to meet salon procedures and any given instructions</p> <p>1.2 check that environmental conditions are suitable for the client and treatment</p> <p>1.3 maintain personal standards of hygiene, and appearance that meet accepted industry and organisational requirements</p> <p>1.4 clean all tools and equipment using the correct methods</p> <p>1.5 use accepted industry hygiene and safety practices throughout the treatment</p> <p>1.6 position equipment and materials for ease and safety of use</p> <p>1.7 position themselves and the client to meet the needs of the treatment</p> <p>1.8 dispose of waste materials correctly</p> <p>1.9 complete the treatment within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 leave the work area in a condition suitable for further treatments</p> <p>1.11 keep client's records up to date, accurate, easy to read and signed by the client and practitioner</p>			
<p>2 Be able to consult, plan and prepare for treatments</p>	<p>2.1 use effective consultation techniques within the limits of own responsibility</p> <p>2.2 obtain signed, written, informed consent from the client or from a parent or guardian if the client is a minor</p> <p>2.3 identify any contra-indications by questioning the client and recording the client's responses</p> <p>2.4 prepare the client to meet the needs of the agreed treatment, and by following any given instructions</p> <p>2.5 remove the client's make-up to meet the needs of the treatment</p> <p>2.6 perform a skin analysis on the client and record the skin type</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.7 refer clients with conditions that may affect the treatment to the relevant member of staff, without causing the client undue alarm and concern or mentioning to them a specific medical condition</p> <p>2.8 select suitable products for the client's skin type based on the results of the skin analysis and instructions from the senior therapist</p>			
<p>3 Be able to carry out facial treatments</p>	<p>3.1 use facial products correctly and following manufacturers' and senior therapist's instructions</p> <p>3.2 use suitable techniques to deep cleanse the client's skin</p> <p>3.3 apply pre-prepared non-setting mask treatments, and remove after recommended time</p> <p>3.4 leave the skin clean, toned and suitably moisturised</p> <p>3.5 complete the treatment to the client's and senior therapist's satisfaction</p> <p>3.6 give the client suitable aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know organisational and legal requirements</p>	<p>4.1 state own responsibilities under relevant health and safety legislation</p> <p>4.2 state why minors should not be given treatments without informed and signed parental or guardian consent</p> <p>4.3 state why it is important, when treating minors under 16 years of age, to have a parent or guardian present</p> <p>4.4 state the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.5 identify own responsibilities and reasons for maintaining personal hygiene, protection and appearance according to accepted industry and organisational requirements</p> <p>4.6 state how to complete client records and the importance of gaining client signatures</p> <p>4.7 state the importance of and reasons for keeping and storing client records</p> <p>4.8 state the importance of following a senior therapist's instructions and the consequences of not doing so</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.9 state the condition in which the work area should be left and why this is important</p> <p>4.10 state the salon's service times for completing facial treatments and the importance of completing treatments in a commercially viable time</p>			
<p>5 Know how to work safely and effectively when assisting with facial treatments</p>	<p>5.1 outline the different types of sterilising and disinfecting equipment and chemicals</p> <p>5.2 state how to disinfect tools and equipment for facial treatments</p> <p>5.3 state how to prepare themselves for facial treatments</p> <p>5.4 describe how to set up the work area for facial treatments</p> <p>5.5 state the importance of and reasons for disinfecting hands, and how to do this effectively</p> <p>5.6 state the necessary environmental conditions for the treatments and why they are important</p> <p>5.7 describe how to check equipment used for facial treatments</p> <p>5.8 state why it is important to maintain standards of general hygiene and the principles of avoiding cross-infection</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to perform client consultation and treatment planning	5.9 state how to effectively and safely position equipment and materials for facial treatments 5.10 state how to prepare and position the client for facials and the possible risks associated with ineffective positioning 5.11 state how to minimise and dispose of waste from treatments 5.12 state the condition in which the work area should be left and why this is important 6.1 state how to use effective consultation techniques 6.2 state how to give effective advice and recommendations to clients 6.3 describe the importance of questioning clients to establish any contra-indications to facial treatments 6.4 state why it is important to record client responses to questioning 6.5 state the legal significance of client questioning and recording the client's responses 6.6 state the products, materials and equipment used for treatments and how, when and why to use them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.7 describe how to carry out a skin analysis</p> <p>6.8 state the types of conditions and disorders that may restrict treatments, how to recognise them, and why they may restrict treatments</p>			
<p>7 Know the structure of the skin in relation to assisting with facial skin care</p>	<p>7.1 describe the basic structure and function of the skin</p> <p>7.2 describe the skin characteristics and skin types of different client groups</p> <p>7.3 state how to recognise different skin types</p> <p>7.4 state how to recognise basic skin conditions</p>			
<p>8 Know basic facial care products, treatments and aftercare</p>	<p>8.1 state the different cleansing techniques and how to carry them out</p> <p>8.2 state the reasons and benefits of cleansing, toning, mask application and moisturising</p> <p>8.3 describe the contra-indications that could occur during facial treatments and what action to take</p> <p>8.4 state why it is important to provide a basic home care routine</p> <p>8.5 identify the aftercare products that will benefit the client and those to avoid and why</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 describe the contra-indications that could occur after facial treatments and what advice to give to clients 8.7 state the recommended time intervals for facial treatments			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 7: Assist with Day Make-up

Unit code:	B3
Unit reference number:	F/600/8919
QCF level:	1
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about assisting with day care make-up. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for providing day make-up.
- 3 The assessor will observe the learner's performance on at least three occasions, each involving a different client.
- 4 The learner must show that they have:
 - used all consultation techniques
 - a questioning
 - b visual
 - c reference to client records
 - identified all skin types
 - a oily
 - b dry
 - c combination

- carried out all types of preparation of the client
 - a protection of clothing
 - b removal of accessories
 - c protection of hair
 - used all the types of make-up products
 - a foundation
 - b concealers
 - c powder
 - d eye products
 - e cheek products
 - f lip products
 - provided all types of advice
 - a suitable make-up products and their use
 - b possible contra-actions and how to deal with them
 - c suitable make-up re-application techniques
 - d suitable make-up removal techniques.
- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective working methods when assisting with day make-up</p>	<p>1.1 prepare the work area, according to salon procedures and instructions</p> <p>1.2 maintain personal hygiene, protection and appearance, according to industry and organisational requirements</p> <p>1.3 clean all equipment using suitable methods</p> <p>1.4 position equipment and materials for safety and ease of use</p> <p>1.5 position the client and themselves to minimise fatigue and risk of injury to meet the needs of the service</p> <p>1.6 dispose of waste materials</p> <p>1.7 complete the treatment within a commercially viable time</p> <p>1.8 leave the treatment area in a suitable condition for further treatments</p> <p>1.9 keep records up-to-date, accurate, easy to read and signed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for treatments</p>	<p>2.1 use consultation techniques to identify the client's treatment needs</p> <p>2.2 provide advice to the client without causing concern or referring to specific medical conditions</p> <p>2.3 record the client's skin type</p> <p>2.4 refer clients with contra-indicated skin conditions to the senior therapist</p> <p>2.5 obtain signed, written, informed consent prior to carrying out the treatment from the client or parent/guardian if the client is a minor</p> <p>2.6 check that a parent or guardian is present throughout the treatment for minors</p> <p>2.7 encourage clients to ask questions to clarify any points</p> <p>2.8 prepare the client to meet the needs of the agreed make-up plan, according to the senior therapist's instructions</p> <p>2.9 cleanse, tone and moisturise the skin prior to the application of make-up</p> <p>2.10 select make-up products to suit the client's skin type and preferences, according to the senior therapist's instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to apply day make-up</p>	<p>3.1 use make-up products, according to the manufacturers' and senior therapist's instructions</p> <p>3.2 use foundation and concealer to create an even skin tone</p> <p>3.3 use a powder to achieve the desired finish</p> <p>3.4 use eye products to enhance the eye area, eyebrows and eyelashes</p> <p>3.5 use cheek products to enhance the client's natural colouring</p> <p>3.6 use lip products to enhance the client's lips</p> <p>3.7 confirm the client's and senior therapist's satisfaction with the finished result</p> <p>3.8 provide suitable aftercare advice to the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know about organisational and legal requirements related to make-up application</p>	<p>4.1 outline own responsibilities under current health and safety legislation, standards and guidance</p> <p>4.2 outline the importance of the Disability Discrimination Act in relation to the salon</p> <p>4.3 outline why minors should not be given treatments without the informed consent and presence of a parent or guardian</p> <p>4.4 state own responsibilities and reasons for maintaining personal hygiene, protection and appearance, according to industry and organisational requirements</p> <p>4.5 describe how to maintain and store the client's records in the salon in accordance with the Data Protection Act</p> <p>4.6 state the salon's service times and pricing structures for completing day make-up</p> <p>4.7 outline the importance of completing the service in a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Know how to work safely and effectively when providing day make-up</p>	<p>5.1 state how to safely prepare the work area and position equipment and materials for day make-up application</p> <p>5.2 outline the environmental conditions for day make-up and their importance</p> <p>5.3 identify different types and uses of sterilising and disinfecting equipment and chemicals</p> <p>5.4 describe how to sterilise and disinfect tools and equipment for day make-up application</p> <p>5.5 describe own preparation for carrying out day make-up application</p> <p>5.6 outline the principles of avoiding cross-infection and the importance of maintaining standards of general hygiene</p> <p>5.7 state how to prepare and position the client for day make-up application, avoiding potential discomfort and injury</p> <p>5.8 outline how to minimise and dispose of waste from treatments</p> <p>5.9 outline the condition in which to leave the work area and its importance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to use client consultation and treatment planning when assisting with make-up	<p>6.1 describe how to use consultation techniques to meet the needs of different client groups</p> <p>6.2 outline the questioning and listening skills used to gather information</p> <p>6.3 describe how to provide advice and recommendations to clients</p> <p>6.4 outline how to interpret negative and positive body language and its importance</p> <p>6.5 outline the importance and legal significance of questioning clients and recording responses on contra-indications to day make-up</p> <p>6.6 outline the importance of providing time and encouragement for client's to ask questions</p>			
7 Know anatomy and physiology related to make-up	<p>7.1 outline the basic structure and functions of the skin</p> <p>7.2 identify the skin types and characteristics of different client groups</p> <p>7.3 state how to recognise different skin conditions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know the contra-indications and contra-actions of make-up	<p>8.1 outline the conditions and disorders that may contra-indicate the treatment and why</p> <p>8.2 outline conditions and disorders that may restrict the treatment and why</p> <p>8.3 describe potential contra-actions which may occur during the make-up treatment and how to resolve them</p>			
9 Know how to apply make-up	<p>9.1 describe how to cleanse, tone and moisturise the skin</p> <p>9.2 outline how to use and apply different types of powder, foundation, eye products, cheek products and lip products</p> <p>9.3 outline how to match and apply make-up products to different skin types and conditions</p> <p>9.4 state the reasons for sequencing the application of make-up</p> <p>9.5 outline the possible consequences of applying unsuitable make-up products to certain skin types and conditions</p> <p>9.6 describe how to disguise minor skin imperfections using make-up</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Know how to provide aftercare advice to clients following make-up services	10.1 identify beneficial and unsuitable make-up products for the client's home use and the reasons 10.2 outline the re-application and make-up removal techniques suitable for the client			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 8: Assist with Salon Reception Duties

Unit code:	G2
Unit reference number:	F/600/1257
QCF level:	1
Credit value:	4
Guided learning hours:	38

Unit summary

This is a job-ready unit which is competency based. This unit is about helping with salon reception duties. The learner will have to show they can keep the reception area neat and tidy, greet people entering the salon, deal with their questions and make straightforward appointments. Using good communication skills when people come into the salon, or telephone the salon, is a very important part of this unit.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their work situation that they have met the standards for fulfilling salon reception duties.
- 3 The assessor will observe these aspects of the learner's performance on at least three occasions, two of which will cover making appointments.
- 4 The learner must show that they have:
 - handled face-to-face and telephone enquiries
 - made appointments over the telephone and face to face with clients
 - recorded all the appointment details listed:
 - a client's name and contact details
 - b service
 - c date
 - d time
 - e member of staff booked for service.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor, but the learner may be required to produce other evidence to support their performance if the assessor has not been present.
- 6 No mandatory written questions are required for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain the reception area	<p>1.1 keep the reception area and product displays clean, neat and tidy at all times</p> <p>1.2 report promptly low levels of reception stationery and retail products on display to the relevant person</p> <p>1.3 remove any faulty products promptly from display and report them to the relevant person</p> <p>1.4 offer clients hospitality following the salon's client care policies</p>			
2 Be able to meet and greet clients and deal with enquires	<p>2.1 deal with all enquiries in a positive and polite manner</p> <p>2.2 identify correctly the purpose of the enquiry and refer any enquiries promptly that cannot be dealt with to the relevant person for action</p> <p>2.3 confirm appointments and promptly inform the relevant member of staff</p> <p>2.4 record messages correctly and pass them to the relevant person at the right time</p> <p>2.5 give all information clearly and accurately</p> <p>2.6 give confidential information only to authorised people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to help to make appointments for salon services</p>	<p>3.1 identify client requirements</p> <p>3.2 make appointments within the limits of own authority to satisfy the client and salon requirements</p> <p>3.3 pass requests for appointments outside own authority promptly to the relevant person for action</p> <p>3.4 confirm appointment details are correct and acceptable to the client, recorded in the right place and easy to read</p>			
<p>4 Understand salon and legal requirements</p>	<p>4.1 state the salon's procedures for:</p> <ul style="list-style-type: none"> - maintaining confidentiality - taking messages - making and recording appointments - client care at reception <p>4.2 state the limits of own authority when:</p> <ul style="list-style-type: none"> - maintaining the reception area - attending to people and enquiries - making appointments <p>4.3 state the consequences of breaking confidentiality</p> <p>4.4 identify who to refer different types of enquiries to</p> <p>4.5 identify the person in the salon to whom problems should be referred</p> <p>4.6 state the confidentiality requirements within the Data Protection Act (general awareness only required at this level)</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand methods of communication	5.1 state the importance of taking messages and passing them on to the right person at the right time 5.2 state the importance to the salon's business of effective communication 5.3 state how and when to ask questions 5.4 state how to speak clearly and how adapt what to say in a way that suits the situation 5.5 state how to listen closely to what people are saying 5.6 state how to show positive body language			
6 Understand salon services, products and pricing	6.1 state the services available and their duration and the salon's products available for sale and their cost 6.2 state the importance of making appointments correctly 6.3 describe what to look for to discover any faults in products as they are being prepared for sale 6.4 state what and how much reception stationery should be kept at the reception area			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Assist with Nail Services

Unit code:	N1
Unit reference number:	L/600/8924
QCF level:	1
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about preparing and assisting with nail services and maintaining work areas. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

This unit applies to Beauty and Spa Therapy.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Beauty and Spa Therapy Assessment Strategy:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for assisting with nail services on the hands and feet.
- 3 The assessor will observe the learner's performance on at least three occasions, one of which must be observed on the feet.
- 4 The learner must show that they have:
 - used all consultation techniques
 - a questioning
 - b visual
 - c manual
 - applied three of the four nail finishes
 - a buffed
 - b clear polish
 - c nail strengthener
 - d light colour

- provided all advice
 - a suitable aftercare products and their use
 - b avoidance of activities which may cause contra-actions
 - c recommended time intervals in between nail services
 - d homecare routines.
- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support the performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategy for Beauty and Spa Therapy.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective working methods when assisting with nail services</p>	<p>1.1 prepare the work area, according to salon procedures and instructions</p> <p>1.2 maintain personal hygiene, protection and appearance, according to industry and organisational requirements</p> <p>1.3 use personal protective equipment, according to the industry Code of Practice for Nail Services</p> <p>1.4 clean all equipment using suitable methods</p> <p>1.5 position equipment and materials for safety and ease of use</p> <p>1.6 position the client and themselves to minimise fatigue and risk of injury to meet the needs of the service</p> <p>1.7 dispose of waste materials</p> <p>1.8 complete the treatment within a commercially viable time</p> <p>1.9 leave the treatment area in a suitable condition for further treatments</p> <p>1.10 keep records up-to-date, accurate, easy to read and signed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to consult, plan and prepare for nail services</p>	<p>2.1 use consultation techniques to identify the client's treatment needs</p> <p>2.2 provide advice to the client without causing concern or referring to specific medical conditions</p> <p>2.3 perform a nail and skin analysis on the client, recording the results</p> <p>2.4 refer clients with contra-indicated skin conditions to a senior member of staff</p> <p>2.5 obtain signed, written, informed consent prior to carrying out the treatment from the client or parent/guardian if the client is a minor</p> <p>2.6 check that a parent or guardian is present throughout the treatment for minors</p> <p>2.7 encourage clients to ask questions to clarify any points</p> <p>2.8 prepare the client's hands or feet to meet the needs of the agreed service, according to senior member of staff's instructions</p> <p>2.9 prepare suitable products for the nail service based on the results of the nail and skin analysis</p> <p>2.10 confirm the client's choice of nail finish before commencing the service</p> <p>2.11 confirm the preparation for the nail service meets with the agreement of the senior member of staff</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to carry out nail services</p>	<p>3.1 use suitable equipment and materials, according to the manufacturers' and senior therapist's instructions</p> <p>3.2 use filing techniques to ensure the nail free edge is left smoothed and shaped to the required length</p> <p>3.3 confirm the desired nail length and shape with the client during the service, making alterations when required</p> <p>3.4 use buffing techniques to create a smooth, even surface to the nail plate, if required</p> <p>3.5 moisturise the skin using a suitable product</p> <p>3.6 remove excess moisture from the natural nail prior to applying the required finish</p> <p>3.7 use a suitable nail finish to meet the agreed service plan, leaving the cuticle free from product and debris</p> <p>3.8 confirm the client's and senior member of staff's satisfaction with the finished result</p> <p>3.9 provide suitable aftercare advice to the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know the organisational and legal requirements related to nail services</p>	<p>4.1 outline own responsibilities under current health and safety legislation, standards and guidance</p> <p>4.2 outline the importance of the Disability Discrimination Act in relation to the salon</p> <p>4.3 outline why minors should not be given treatments without the informed consent and presence of a parent or guardian</p> <p>4.4 state own responsibilities and reasons for maintaining personal hygiene, protection and appearance, according to industry and organisational requirements</p> <p>4.5 describe how to maintain and store the client's records in the salon in accordance with the Data Protection Act</p> <p>4.6 outline the importance of following a senior member of staff's instructions and the consequences of not doing so</p> <p>4.7 state the salon's service times and pricing structures for completing nail services</p> <p>4.8 outline the importance of completing the service in a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Know how to work safely and effectively when providing nail services</p>	<p>5.1 state how to safely prepare the work area and position equipment and materials for nail services</p> <p>5.2 identify different types of sterilising and disinfecting equipment and chemicals</p> <p>5.3 identify different types and uses of sterilising and disinfecting equipment and chemicals</p> <p>5.4 describe how to sterilise and disinfect tools and equipment for nail services</p> <p>5.5 outline the principles of avoiding cross-infection and the importance of maintaining standards of general hygiene</p> <p>5.6 state how to prepare and position themselves and the client for nail services, avoiding potential discomfort and injury</p> <p>5.8 Identify potential risks of ineffective positioning of clients to themselves</p> <p>5.9 Outline how to minimise and dispose of waste from treatments</p> <p>5.10 Outline the condition in which to leave the work area and its importance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know the contra- indications and contra- actions of nail services	<p>6.1 Outline the conditions and disorders that may contra-indicate the treatment and why</p> <p>6.2 Outline conditions and disorders that may restrict the treatment and why</p> <p>6.3 State potential contra-actions which may occur during and after nail services and the advice that should be given to clients</p>			
7 Know how to use client consultation and service planning for nail services	<p>7.1 Describe how to use consultation techniques to meet the needs of different client groups</p> <p>7.2 Outline the questioning and listening skills used to gather information</p> <p>7.3 State how to provide advice and recommendations to clients</p> <p>7.4 Outline how to interpret negative and positive body language and its importance</p> <p>7.5 Outline the importance and legal significance of questioning clients and recording responses on contra-indications to nail services</p> <p>7.6 Outline the reasons for not naming specific contra-indications and the importance of encouraging clients to seek medical advice</p> <p>7.7 Outline the importance of providing time and encouragement for client to ask questions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know anatomy and physiology related to nail services	8.1 Outline the basic structure of the nail unit 8.2 Outline the basic structure of the skin			
9 Know about the use of nail treatments	9.1 Identify materials and tools required for the service, and how, when and why to use them 9.2 Identify the different types and uses of nail and skin products 9.3 State the effects on the nails of improper use of nail service tools 9.4 Outline how to create different types of nail shapes, according to the client's requirements 9.5 Outline methods of applying a buffed finish, a clear nail polish, a light nail polish and a nail strengthener 9.6 State the proper method of removing nail polish			
10 Know how to provide aftercare advice for clients following nail services	10.1 Outline why it is important to provide a basic home care routine 10.2 Outline how to use tools and products at home 10.3 State the recommended time intervals for nail services			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 10: Blow Dry Hair

Unit code:	GH2
Unit reference number:	J/600/0997
QCF level:	1
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about carrying out basic blow drying techniques using tools and products following the instructions of the stylist.

This unit applies to both hairdressing and barbering salons.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for blow drying hair.
- 3 The assessor will observe the learner's performance on at least three occasions each for a different client.
- 4 The learner must show that they have:
 - used all types of tools
 - a flat brushes
 - b round brushes
 - worked on all the hair lengths
 - a above shoulder length
 - b below shoulder length
 - used all the blow drying techniques
 - a creating volume
 - b straightening
 - c creating movement.

- 5 It is likely most evidence of the performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support their performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when blow drying hair</p>	<p>1.1 protect the client’s clothing throughout the service</p> <p>1.2 position themselves and the client, whilst working to minimise fatigue and the risk of injury</p> <p>1.3 keep work area clean and tidy throughout the service</p> <p>1.4 use working methods that</p> <ul style="list-style-type: none"> - minimise the risk of damage to tools and equipment - minimise the risk of cross-infection - minimise the wastage of products - make effective use of working time - ensure the use of clean resources - minimise harm or injury to themselves and others <p>1.5 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.6 complete the blow drying service within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to blow dry hair	2.1 check blow drying instructions with the stylist prior to starting the service 2.2 apply products, as required, following the stylist's instructions 2.3 control tools and equipment to minimise the risk of damage to the hair, client discomfort and to achieve the result required by the stylist 2.4 control the client's hair during the blow drying process 2.5 check that the client is comfortable at regular intervals throughout the drying process			
3 Know salon and legal requirements in relation to blow drying	3.1 state the salon's requirements for client preparation 3.2 state the salon's expected service times for basic blow drying services 3.3 state the salon and legal requirements for the disposal of waste materials 3.4 describe the salon's image and expected standards of service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to work safely, effectively and hygienically when blow drying hair</p>	<p>4.1 identify the protective clothing that should be made available for clients</p> <p>4.2 describe how the position of themselves and the client can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>4.3 identify the safety considerations which must be taken into account when blow drying hair</p> <p>4.4 state why it is important to check for infestation and avoid cross-infection</p> <p>4.5 state why it is important to keep the work area clean and tidy</p> <p>4.6 state why it is important to clean, disinfect and sterilise tools</p> <p>4.7 describe methods of cleaning, disinfecting and/or sterilisation used in salons</p> <p>4.8 identify safe and hygienic working practices which minimise the risk of cross-infection and cross-infestation</p> <p>4.9 state the importance of personal hygiene</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to communicate with clients while blow drying hair	5.1 state the importance of checking that clients have understood the instructions given by the stylist 5.2 state the importance of checking client comfort throughout the drying process			
6 Know basic science related to blow drying hair	6.1 state the basic structure of the hair 6.2 state the effects of humidity on the hair 6.3 state the effects of the drying process on the hair cuticle 6.4 state how the incorrect application of heat can affect the hair and scalp			
7 Know how to use blow drying tools, products and techniques	7.1 identify the range of flat and round brushes available for blow drying 7.2 state the types and purposes of blow drying products and tools 7.3 describe why and how to use flat and round brushes to create volume, movement and to straighten hair 7.4 describe methods of handling and controlling hair sections during the drying process 7.5 state why the direction of the airflow is important to achieve the desired look and avoid damage to the hair cuticle			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 11: Assist with Shaving Services

Unit code:	GB1
Unit reference number:	D/600/1041
QCF level:	1
Credit value:	2
Guided learning hours:	20

Unit summary

This is a job-ready unit which is competency based. This unit is about the basic skills of assisting with shaving services. The work will be carried out under the direction of the stylist.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for assisting with shaving services.
- 3 The assessor will observe the learner's performance on at least two occasions.
- 4 The learner must show that they have:
 - used all the lathering products:
 - a creams
 - b oils
 - carried out all the lathering techniques:
 - a application by brush
 - b application by massage.
- 5 It is likely most evidence of the performance will be gathered from observations made by the assessor but the learner may be required to produce other evidence to support their performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering.

The assessment and quality assurance requirement for this qualification/unit provides evidence towards Assessor and Verifier units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when assisting with shaving services</p>	<p>1.1 protect the clients' clothing throughout the service</p> <p>1.2 position themselves and the client to meet the needs of the service</p> <p>1.3 keep the work area clean and tidy throughout the service</p> <p>1.4 use working methods that</p> <ul style="list-style-type: none"> - minimise the wastage of lathering products - minimise the risk of cross-infection - make effective use of working time - ensure the use of clean resources - minimise the risk of harm or injury to themselves and clients <p>1.5 clean, disinfect and/or sterilise all tools and equipment immediately after the shaving service</p> <p>1.6 dispose of hazardous waste to meet legal and salon requirements</p> <p>1.7 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.8 identify and promptly report any shaving items in need of reordering to the relevant person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to prepare facial hair and skin for shaving services</p>	<p>2.1 prepare hot and cold towels, following instructions of the stylist</p> <p>2.2 apply hot towels to suit the needs of the service and the comfort of the client, following the instructions from the stylist</p> <p>2.3 prepare lathering products so they are fit for use in time for the shaving service</p> <p>2.4 use lathering techniques which take account of factors identified by the stylist and achieve an even coverage of lathering products to the areas to be shaved</p> <p>2.5 inform the stylist promptly when the client is ready for shaving</p> <p>2.6 refer any problems promptly to the relevant person for action</p> <p>2.7 leave the client's skin free from lathering products after the shaving service</p> <p>2.8 cool the client's skin after shaving as required</p> <p>2.9 leave the client's skin free from excess moisture at the end of the service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know salon and legal requirements	3.1 state the salon's requirements for client preparation 3.2 state the salon's and legal requirements for disposal of hazardous waste 3.3 identify the person to whom problems should be reported 3.4 state own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of shaving products			
4 Know how to work safely, effectively and hygienically when assisting with shaving services	4.1 describe contact dermatitis and how to avoid developing it whilst assisting with shaving services 4.2 list protective equipment that should be available 4.3 state why it is important to use personal protective equipment 4.4 describe how the positioning of client and themselves can affect the desired outcome and reduce fatigue and the risk of injury 4.5 state why it is important to position tools, products and materials for ease of use 4.6 state the importance of using the correct type of barber's chair for shaving services			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the effects of shaving services on the hair and skin	<p>4.7 state the safety considerations which must be taken into account when using lathering products and hot towels</p> <p>4.8 state why it is important to keep the work area clean and tidy</p> <p>4.9 describe safe and hygienic working methods which minimise the risk of cross-infection and cross-infestation</p> <p>4.10 state the importance of maintaining personal hygiene</p> <p>4.11 state methods of cleaning, disinfecting and/or sterilisation used in salons</p>			
	<p>5.1 state the effect of hot and cold towels on the skin and hair</p> <p>5.2 state the importance of lathering and its effect on skin and hair</p> <p>5.3 state the function of effleurage and petrissage massage techniques when lathering</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know lathering products, equipment, techniques and their use	<p>6.1 state how to prepare and use hot and cold towels</p> <p>6.2 state how to prepare and use lathering products</p> <p>6.3 outline the manufacturers' instructions for the use of lathering products and why it is important they are followed</p> <p>6.4 state why timing is critical to the shaving service</p> <p>6.5 state when, why and how to use brush and massage techniques when applying lathering products</p> <p>6.6 state how to remove lathering products effectively and why this is important</p> <p>6.7 identify the types and causes of problems that may occur when assisting with shaving services</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 12: Assist with Hair Colour Services

Unit code:	GH4
Unit reference number:	R/600/1036
QCF level:	1
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job-ready unit which is competency based. This unit is about the basic skills of removing colouring and lightening products. The work will be carried out under the direction of the stylist.

This unit will be suitable for those working in hairdressing and barbering salons.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for assisting with colouring services.
- 3 The assessor will observe the learner's performance on at least two occasions, one of which will include the removal of colouring materials.
- 4 The learner must show that they have used all the products:
 - a semi-permanent colours
 - b quasi-permanent colours
 - c permanent colours
 - d lightening products.
- 5 It is likely most evidence of the performance will be gathered from observations made by the assessor but the learner may be required to produce other evidence to support their performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering.

The assessment and quality assurance requirement for this qualification/unit provides evidence towards Assessor and Verifier units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when assisting with colouring services</p>	<p>1.1 protect the client’s clothing effectively throughout the service</p> <p>1.2 position themselves and the client to meet the needs of the service</p> <p>1.3 keep the work area clean and tidy throughout the service</p> <p>1.4 using working methods that</p> <ul style="list-style-type: none"> - minimise the wastage of colouring products - minimise the risk of cross-infection - make effective use of working time - ensure the use of clean resources - minimise the risk of harm or injury to themselves and clients <p>1.5 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.6 identify and promptly report any colouring products in need of reordering to the relevant person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to remove colouring and lightening products</p>	<p>2.1 remove products and materials following stylist's instructions and to the satisfaction of the client and stylist</p> <p>2.2 apply and remove surface conditioner in accordance with stylist's instructions</p> <p>2.3 leave the hair and scalp clean and free from products and excess moisture</p> <p>2.4 refer any problems promptly to the relevant person for action</p> <p>2.5 leave the hair tangle-free without causing damage to hair or scalp</p>			
<p>3 Know salon and legal requirements</p>	<p>3.1 state the salon's requirements for client preparation</p> <p>3.2 state the salon's and legal requirements for disposal of waste materials</p> <p>3.3 state own limits of authority for resolving colouring problems</p> <p>3.4 identify the person to whom problems should be reported</p> <p>3.5 state own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of colouring products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to work safely, effectively and hygienically when assisting with colouring services</p>	<p>4.1 describe what contact dermatitis is and how to avoid developing it whilst assisting with hair colouring services</p> <p>4.2 list the protective equipment that should be available</p> <p>4.3 state why it is important to use personal protective equipment</p> <p>4.4 describe how the positioning of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>4.5 state why it is important to position tools, products and materials for ease of use</p> <p>4.6 state the safety considerations which must be taken into account when removing colouring products and materials</p> <p>4.7 state why it is important to keep the work area clean and tidy</p> <p>4.8 describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>4.9 state the importance of maintaining personal hygiene</p> <p>4.10 state the importance of thoroughly rinsing products</p> <p>4.11 state the importance of emulsifying permanent colouring products as part of the removal process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the products, equipment and their use	5.1 outline the manufacturers' instructions for the removal of the specific colouring products and materials in the salon 5.2 state why it is important to follow manufacturers' and stylists' instructions and what might happen if they are not followed 5.3 identify the types and causes of problems that may occur when removing colouring products and materials from the hair			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 13: Assist with Perming Hair Services

Unit code: GH5

Unit reference number: J/600/1213

QCF level: 1

Credit value: 3

Guided learning hours: 30

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about the basic skills of neutralising hair during the perming process. The work will be carried out under the direction of the stylist.

This unit will be suitable for those working with Caucasian and Asian hair types.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for assisting with perming services.
- 3 The assessor will observe the learner's performance on at least two occasions.
- 4 It is likely most evidence of the learner's performance will be gathered from observations made by the assessor but the learner may be required to produce other evidence to support their performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use effective and safe working methods when assisting with perming hair</p>	<p>1.1 protect the client’s clothing throughout the service</p> <p>1.2 use personal protective equipment when using perming and neutralising chemicals</p> <p>1.3 clean and tidy the work area throughout the service</p> <p>1.4 position client and adopt postures that minimise fatigue, discomfort and injury risk</p> <p>1.5 Use working methods that:</p> <ul style="list-style-type: none"> - minimise the wastage of products - minimise the risk of cross-infection - make effective use of the working time - ensure the use of clean resources - minimise the risk of harm or injury to self and clients <p>1.6 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to their clients and colleagues</p> <p>1.7 identify and report products that need re-ordering to the relevant person(s)</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to neutralise hair during the perming process	1.8 complete the perming and neutralising service in a commercially viable time 1.9 remove waste immediately at the end of the perming and neutralising service 1.10 produce up-to-date client records at the end of the service 2.1 prepare the neutralising agent following manufacturer's and stylist's instructions 2.2 remove chemicals and excess moisture from the hair prior to the application of the neutralising agent 2.3 distribute the neutralising agent evenly following manufacturer's instructions 2.4 remove the rods without disturbing the curl formation 2.5 monitor and time the neutralising process following the manufacturer's and stylist's instructions 2.6 remove the neutralising agent from the hair 2.7 refer problems to the relevant person for action 2.8 remove surface conditioner following the manufacturer's and stylist's instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know the salon and legal requirements</p>	<p>3.1 state the salon's requirements for client preparation</p> <p>3.2 state the salon's and legal requirements for disposal of waste materials</p> <p>3.3 state own limits of authority for resolving neutralising problems</p> <p>3.4 identify the person to whom problems should be reported</p> <p>3.5 state personal responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of neutralising products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to work safely, effectively and hygienically when assisting with perming services</p>	<p>4.1 describe contact dermatitis and the steps that can be taken to avoid it whilst assisting with perming services</p> <p>4.2 outline the types of personal protective equipment that should be available to clients and themselves and its importance</p> <p>4.3 describe how personal and client positioning can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>4.4 outline the safety considerations which must be taken into account when neutralising</p> <p>4.5 outline the importance of keeping the work area clean and tidy</p> <p>4.6 outline the importance of positioning tools, products and materials for ease of use</p> <p>4.7 outline safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p> <p>4.8 outline the importance of personal hygiene</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the basic science of perming	5.1 state the role and importance of neutralisers in the perming process 5.2 outline the importance of accurate timing when neutralising perms 5.3 outline the importance of thoroughly rinsing neutralisers			
6. Know products, equipment and their use	6.1 describe the manufacturers' instructions for neutralising products in the salon 6.2 describe why it is important to follow manufacturers' and stylists' instructions and the potential consequences if they are not followed 6.3 state what might happen if the correct neutralising agent is not applied 6.4 identify the types and causes of problems when neutralising perms			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 14: Plait and Twist Hair Using Basic Techniques

Unit code:	GH6
Unit reference number:	Y/600/1037
QCF level:	1
Credit value:	4
Guided learning hours:	40

Unit summary

This is a job-ready unit which is competency based. This unit is about using basic plaiting and twisting techniques following the instructions of the stylist. A high degree of manual dexterity will be necessary.

This unit applies to both hairdressing and barbering salons.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for plaiting and twisting hair using basic techniques.
- 3 The assessor will observe the learner's performance on at least three occasions which must include observation of:
 - a minimum of five cornrows
 - a single French plait
 - a series of small two strand twists covering a minimum of 25% of the head.
- 4 The learner must show that they have:
 - used all the types of products
 - a sprays
 - b serums
 - c gels
 - created all the types of plaits and twists:

- a multiple cornrows
 - b French plait
 - c two strand twists.
- 5 It is likely most evidence of the performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support their performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering.

The assessment and quality assurance requirement for this qualification/unit provides evidence towards Assessor and Verifier units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when plaiting and twisting</p>	<p>1.1 protect the client’s clothing effectively throughout the service</p> <p>1.2 position themselves and the client to meet the needs of the service</p> <p>1.3 keep work area clean and tidy throughout the service</p> <p>1.4 use working methods that</p> <ul style="list-style-type: none"> - minimise the risk of damage to tools - minimise the wastage of products - minimise the risk of cross-infection - make effective use of working time - ensure the use of clean resources - minimise the risk of harm or injury to self and others <p>1.5 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.6 complete the plaiting and twisting service within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to plait and twist hair</p>	<p>2.1 prepare the client's hair following instructions from the stylist</p> <p>2.2 control tools to minimise the risk of damage to the hair and scalp, client discomfort and to achieve the desired look</p> <p>2.3 part the sections cleanly and evenly to achieve the direction of the plait(s) and twists and secure any hair not being plaited or twisted</p> <p>2.4 maintain a suitable and even tension throughout the plaiting and twisting process, which is comfortable for the client and adjusted as necessary</p> <p>2.5 apply suitable products, as necessary, to meet manufacturers' and stylist's instructions</p> <p>2.6 confirm the client's satisfaction throughout and at the end of the service</p> <p>2.7 achieve finished plaits and twists that meet the direction and balance required and the stylist's instructions</p>			
<p>3 Know salon and legal requirements</p>	<p>3.1 state the salon's requirements for client preparation</p> <p>3.2 state own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of products for plaiting and twisting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to work safely, effectively and hygienically when plaiting</p>	<p>4.1 describe contact dermatitis and how to avoid developing it whilst plaiting and twisting hair</p> <p>4.2 state why it is important to use personal protective equipment</p> <p>4.3 list the protective equipment that should be available</p> <p>4.4 describe how the positioning of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>4.5 state the importance of positioning equipment for ease of use</p> <p>4.6 state why it is important to keep the work area clean and tidy</p> <p>4.7 describe safe and hygienic working methods which minimise the risk of cross-infection and cross-infestation</p> <p>4.8 state the importance of maintaining personal hygiene</p>			
<p>5 Know the effects of plaiting and twisting on the hair</p>	<p>5.1 state the potential consequences of excessive tension on the hair</p> <p>5.2 state what is traction alopecia</p> <p>5.3 describe how to identify the signs of traction alopecia</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Know plaiting and twisting techniques, and the products that are suitable to use</p>	<p>6.1 describe how to shampoo and cleanse the hair for plaited styles</p> <p>6.2 identify how hair texture affects the plaiting process and styling possibilities</p> <p>6.3 identify how to create cornrows, a French plait and two strand twists</p> <p>6.4 state the importance of sectioning hair accurately when plaiting and twisting</p> <p>6.5 state methods of securing the completed plait and twists</p> <p>6.6 describe how to handle the hair when plaiting and twisting to maintain a correct and even tension</p> <p>6.7 describe how to adjust the tension of plaits</p> <p>6.8 identify the types of products available for use with plaits and twists and when to use them</p> <p>6.9 state the importance of using products economically</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Remove Hair Extensions

Unit code:	GH7
Unit reference number:	T/600/1000
QCF level:	1
Credit value:	3
Guided learning hours:	30

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about removing a variety of hair extension types safely following the instructions of the stylist. The ability to use a variety of removal tools and products is also required.

Evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in their everyday work that they have met the standard for removing hair extensions.
- 3 The assessor will observe the learner's performance on at least two occasions which must include the removal of one hot and one cold extension system.
- 4 The learner must show that they have:
 - used two out of the four* types of tools and products
 - removed both types of extensions.

*However, the learner must prove to the assessor that they have the necessary knowledge, understanding and skills to be able to perform competently.

- 5 It is likely most evidence of the performance will be gathered from the observations made by the assessor but the learner may be required to produce other evidence to support their performance if the assessor has not been present.
- 6 This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to use safe and effective methods of working when removing hair extensions</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 keep work area clean and tidy throughout the service</p> <p>1.3 remove waste immediately at the end of the service</p> <p>1.4 use working methods that</p> <ul style="list-style-type: none"> - minimise the risk of damage to tools and equipment - minimise the risk of cross-infection - minimise the wastage of products - make effective use of working time - ensure the use of clean resources - minimise harm or injury to themselves and others <p>1.5 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.6 complete the hair extension removal service within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to remove hair extensions	2.1 remove hair extensions in the sequence instructed by the stylist 2.2 control tools and equipment to minimise the risk of damage to the hair and client discomfort 2.3 check that the client is comfortable at regular intervals throughout the service 2.4 leave the hair free from unwanted extensions 2.5 detangle the client's hair from point to root, minimising damage to the natural hair 2.6 consult with the stylist to confirm that hair extensions have been removed satisfactorily and that the client is ready for the next service			
3 Know salon and legal requirements	3.1 state the salon's requirements for client preparation 3.2 state the salon's expected service times for removing hair extensions 3.3 state salon and legal requirements for the disposal of waste materials 3.4 describe the salon's image and expected standards of service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to work safely, effectively and hygienically when removing hair extensions</p>	<p>4.1 identify the type of protective clothing that should be made available for clients</p> <p>4.2 state why it is important to use personal protective equipment</p> <p>4.3 describe how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>4.4 identify the safety considerations which must be taken into account when removing hair extensions</p> <p>4.5 state why it is important to check for infestation and avoid cross-infection</p> <p>4.6 state why it is important to keep the work area clean and tidy</p> <p>4.7 describe methods of cleaning, disinfecting and/or sterilisation used in salons</p> <p>4.8 identify safe and hygienic working practices which minimise the risk of cross-infection and cross-infestation</p> <p>4.9 state the correct use and maintenance of removal tools</p> <p>4.10 describe what contact dermatitis is and how to avoid developing it whilst carrying out hair attachment services</p> <p>4.11 state the importance of personal hygiene</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to communicate with clients while removing hair extensions	5.1 state the types of anxieties commonly experienced by clients undergoing the hair extension removal process 5.2 state how to reassure clients during the hair extension removal process 5.3 state the importance of checking clients have understood instructions given by the stylist			
6 Know how wearing hair extensions can affect the hair	6.1 state the average rate of hair growth 6.2 identify the potential consequences of excessive tension on the hair 6.3 state how to identify the signs of traction alopecia 6.4 state how wearing extensions beyond their recommended time period can affect the removal process			
7 Know how to use hair extension removal techniques	7.1 describe how to remove hot and cold hair extension systems 7.2 state the generally accepted sequence of working for removing hair extensions 7.3 identify the types of products to use when removing hot and cold hair extension systems			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Habia
Oxford House
Sixth Avenue
Sky Business Park
Robin Hood Airport
Doncaster
DN9 3GG

Telephone: 0845 2 306080
Fax: 01302 774949
Email: info@habia.org

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the Hair and Beauty sector

Level	BTEC vocationally-related qualifications	BTEC specialist courses	NVQ/competence
5	BTEC Level 5 HND Diploma in Hair and Beauty Management (QCF)		
4	BTEC Level 4 HNC Diploma in Hair and Beauty Management (QCF)		
3	BTEC Diploma in Beauty Therapy/Beauty Therapy (Sciences) (QCF) BTEC Subsidiary Diploma in Beauty Therapy Techniques (QCF)		Edexcel Level 3 NVQ Diploma in Hairdressing/Barbering/Hairdressing (Combined Hair Types) (QCF) Edexcel Level 3 NVQ Diploma in Beauty Therapy – General/Make-up/Massage (QCF) Edexcel Level 3 NVQ Diploma in Spa Therapy (QCF) Edexcel Level 3 NVQ Diploma in Nail Services (QCF)

Level	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	BTEC Level 2 Diploma in Beauty Therapy (QCF) BTEC Level 2 Extended Certificate in Beauty Therapy Services (QCF)	BTEC Level 2 Diploma in Hairdressing (QCF) BTEC Level 2 Diploma in Hairdressing Services (QCF)	Edexcel Level 2 NVQ Diploma in Hairdressing/Barbering/Hairdressing (Combined Hair Types) (QCF) Edexcel Level 2 NVQ Diploma in Beauty Therapy – General/Make-up (QCF) Edexcel Level 2 NVQ Certificate in Nail Services (QCF)
1	BTEC Level 1 Award/Certificate/Diploma in Introduction to Hair and Beauty (QCF)	BTEC Level 1 Certificate in Hairdressing Services (QCF)	Edexcel Level 1 NVQ Certificate in Hairdressing and Barbering (QCF) Edexcel Level 1 NVQ Diploma in Hairdressing and Beauty Therapy (QCF) Edexcel Level 1 NVQ Certificate in Beauty Therapy (QCF)
Entry	BTEC Entry Level 3 Award/Certificate in Introduction to Hair and Beauty (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Assessment strategies

Assessment Strategy for Beauty Therapy NVQs

Key Mandatory Components of Our Assessment Strategy

- Performance in the workplace, the use of realistic working environments, requirements for a realistic working environment and the use of specific simulated activities
- Habia's approach to External Quality Control of Assessment
- The requirements for the occupational expertise of External Verifiers, Internal Verifiers and Assessors.

Each of the above is expanded in more detail below.

Performance in the Workplace and Use of Simulations

The beauty therapy and spa therapy NVQs/SVQs may be assessed in the workplace and/or an approved 'realistic working environment' meeting the criteria set out in Appendix 1A.

Habia wishes to make clear its stance on the use of simulated activities and a realistic working environment. The key criterion for allowing the use of simulated activities in the assessment of performance is the rarity of the opportunity to undertake the activities required by the standard of competence. Examples of these activities include:

- dealing with fire and other emergencies
- dealing with health and safety activities outside or peripheral to normal practices
- client/customer relationships
- contra-indications/contra-actions.

Therefore, a simulated activity is viewed as 'any structured assessment exercise involving a specific task which reproduces real life situations'. In this it is distinct and separate from the use of an approved realistic working environment as the latter allows the candidate to perform an entire occupational role over an extended period of time, in an environment which as closely as possible replicates the working environment and involves real work on real clients drawn from members of the public.

Habia considers evidence generated in a realistic working environment meeting the criteria set out in Appendix 1A, as acceptable for the purposes of beauty *and spa* therapy NVQ/SVQ assessment. The use of realistic working environments will be necessary to promote access to assessment for some beauty and spa therapy candidates at present.

Simulated activities may only be used for Habia developed units where indicated in Appendix 1B. An additional, specific dispensation has been given to schemes operating in HM Prison Service whereby use of replica money is allowed within Unit G4 (Fulfil Salon Reception Duties) to prevent barriers to access caused by prison rules on cash usage.

In addition to this, internal telephone systems can be used to cover Range 2 in particular by telephone. However, this cannot be done as a simulated activity and cannot be used within a role-play situation. The internal telephone system must be a permanent fixture and not set up for role-play activities.

The Institute of Customer Service (*ICS*) has given a special dispensation for the 'imported' Customer Service unit listed below to be assessed in a Realistic Working Environment (RWE) conforming to Habia's criteria specified in Appendix 1A:

- Unit G18 (*ICS* Unit 10), Level 2: Promote Additional Services or Products to Clients

This dispensation in no way implies that the Customer Service NVQ/SVQ itself can be achieved in an RWE. The dispensation only applies to the imported unit above.

As a matter of policy, Habia will work with industry experts and its Awarding Bodies to develop basic Evidence Requirements for use where Beauty and Spa Therapy National Occupational Standards are used for NVQ/SVQ purposes.

Approach to Achieving Greater External Quality Control of Assessment

Our strategy to address the above is as follows:

An overall 100% achievement rate for the entire underpinning knowledge and understanding specification in the National Occupational Standards should be required of each candidate.

Habia requires all Awarding Bodies to develop externally set mandatory question papers to cover critical areas of essential knowledge and understanding within specified units for the Beauty Therapy Levels 1, 2 and 3 and Spa Therapy Level 3 NVQs/SVQs. These units and the critical areas of knowledge have been detailed in Appendix 1C for Beauty and Spa Therapy units.

For the Beauty Therapy Level 1 NVQ/SVQ, Habia requires all Awarding Bodies to set mandatory question papers to cover the critical areas of essential knowledge and understanding as specified in Appendix 1C. These papers should be designed so they may be administered by written or oral means at the discretion of the assessor.

All mandatory question papers should be internally marked by assessors using answer and/or marking guides supplied by the Awarding Body. A minimum of two differently designed sets of questions and associated answer guides should be provided for all mandatory, designated areas of questioning.

For externally set mandatory question papers, a 70% achievement rate must be attained under formal, 'closed book' assessment conditions, to avoid the necessity of a re-sit of the complete paper. For those achieving 70% or more, questions answered incorrectly may be reassessed by a variety of means (for example, oral questioning, a repeat of the written questions, assignments) to ensure 100% achievement on the mandatory areas of questioning for the units being undertaken.

All question and answer sheets must be collected from candidates and securely retained by the centre for internal and external verification purposes. It is expected suitable systems will be in place to prevent copying or plagiarism.

It is anticipated that Awarding Bodies will make suitable alternative arrangements for those with identified special needs which may preclude them from undertaking written assessments (for example, candidates who are identified as dyslexic).

It is expected Awarding Bodies will ensure:

- the design of testing does not discriminate between those taking full qualifications and individual units
- that assessment instruments do not directly or indirectly discriminate against any particular group and ensure equality of opportunity appropriate to employment in the beauty and spa therapy industries
- that candidates are not expected to repeat questions on knowledge 'common' to several units
- arrangements are in place for testing to be carried out at a time to meet individual needs and rate of progress

- where necessary, suitable arrangements are in place for reassessment of those areas where candidates have been shown to be 'not yet competent'
- suitable arrangements are put in place for those with disabilities affecting their reading and writing capabilities.

Assessment of Essential Knowledge and Understanding Items Outside the Specification for Externally Set Mandatory Question Papers

As a 100% achievement rate is required for the entire Knowledge and Understanding specification for each unit for each candidate, other means such as oral questioning and additional portfolio evidence must be used to demonstrate that all remaining items of underpinning knowledge and understanding have been assessed and achieved satisfactorily.

Habia also requires that the Nationally Agreed Maximum Service Times quoted in Appendix 1F are used for assessment purposes for the particular, critical services listed for each level of the Beauty Therapy and Spa Therapy NVQs/SVQs.

Requirements for the Occupational Expertise of External Verifiers, Internal Verifiers and Assessors

Habia requires that:

In addition to the requirements set out by the Regulatory Bodies, Habia specify the appropriate occupational expertise requirements. These requirements have been detailed in Appendix 1D for Beauty Therapy and Spa Therapy. All Habia Awarding Bodies must comply with these requirements when recruiting and selecting external verifiers and implement the requirements within their current external verifier teams. All Habia Awarding Bodies must ensure their Approved Centres comply with these requirements when recruiting and selecting internal verifiers and assessors and implement the requirements with their current internal verifiers and assessors.

It is expected that as part of Awarding Body internal quality assurance processes, the qualifications and occupational expertise requirements of all involved in the assessment and verification process will be regularly monitored and recorded.

Because of the ever changing nature of the industries Habia represents, it is essential that assessors and verifiers keep their technical skills up-to-date and at an occupational level appropriate to the NVQs/SVQs they are assessing or verifying. All assessors and verifiers must be able to demonstrate to their Awarding Body that they engage in appropriate continuing professional development (CPD) activities.

To ensure consistency of approach on this matter across all Awarding Bodies delivering Habia NVQs/SVQs, it is a requirement that all Awarding Bodies implement Habia's minimum requirements for CPD activities and put systems in place to monitor, record and ensure assessor and verifier achievement against these requirements. These appear in Appendix 1E for Beauty and Spa Therapy.

APPENDICES

Requirements Relating to the Beauty Therapy and Spa Therapy NVQs/SVQs

- Appendix 1A Beauty and Spa Therapy Realistic Working Environment Requirements
- Appendix 1B Summary of Where Simulated Activities May be Used for Assessment of Habia Developed Units
- Appendix 1C Areas Within the Beauty and Spa Therapy National Occupational Standards for Which Mandatory Written Question Papers Must Be Developed
- Appendix 1D Occupational Expertise Requirements for Beauty and Spa Therapy Assessors and Verifiers
- Appendix 1E Requirements for Continuing Professional Development for Assessors and Verifiers of Beauty and Spa Therapy Technical Units
- Appendix 1F Nationally Agreed Maximum Service Times for Beauty Therapy and Spa Therapy NVQ/SVQ Assessment Purposes

APPENDIX 1A

Beauty and Spa Therapy Realistic Working Environment Requirements

As the Standards Setting Body for the hair and beauty sectors, Habia is responsible for defining what constitutes a 'Realistic Working Environment' (RWE). Habia has set down the following criteria for the assessment location. This will ensure that all candidates are being assessed against the National Occupational Standards in a realistic working environment when not in an actual, commercial workplace.

The following criteria must be included as part of centre approval and must be confirmed as being met during the first external verification visit. The criteria must then continue to be met on every subsequent visit. This will ensure that candidates are able to meet commercial needs in the workplace.

- 1 Assessment centres must develop realistic management procedures that incorporate a 'salon and/or spa image'* and sales and marketing policy to attract the type and number of clients needed to ensure that the requirements of the National Occupational Standards can be achieved.
- 2 All assessments must be carried out under realistic commercial pressures and on paying clients and not other candidates within the same group. Wherever possible, clients should vary in age and ethnicity so that the requirements of the National Occupational Standards can be achieved.
- 3 All services that are carried out should be completed in a commercially acceptable timescale. Maximum service times for particular, critical services have been developed by Habia for each Beauty Therapy and Spa Therapy NVQ/SVQ and are detailed in Appendix 1F. These times should be used for assessment purposes.
- 4 Candidates must be able to achieve a realistic volume of work.
- 5 The space per working area conforms to health and safety legislation and commercial practice.
- 6 The range of services, professional products, tools, materials and equipment must be up-to-date and available for use. They must enable candidates to meet the requirements of the National Occupational Standards.
- 7 A reception area where clients are greeted and general enquiries and appointments can be made by telephone or in person must be available. The reception area must also include a payment facility.
- 8 A retail facility must be provided with products that relate to the clients' needs and the services offered.
- 9 The RWE must take full account of any bye-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.
- 10 Candidates must work in a professional manner taking into account establishment requirements such as:

- i appearance and dress code
 - ii personal conduct
 - iii hygiene
 - iv reliability
 - v punctuality.
- 11 Candidates are given workplace responsibilities to enable them to meet the requirements of the National Occupational Standards.

* The use of the word 'salon' is not intended to deny access to the beauty or spa therapy qualification if you deliver services in other locations (for example hospitals, care centres, etc). It refers to any place where professional services are carried out. However, the location must meet health and safety requirements for beauty and spa therapy.

APPENDIX 1B

Summary of Where Simulated Activities May Be Used for Assessment of Habia Developed Units

Simulated activities may be used for the following, if naturally occurring performance evidence is not available:

Level 2	Unit G4: Fulfil Salon Reception Duties, outcome 4	'Methods of Payment' Range Variables: 'cash equivalent', 'cheque' and 'payment card' methods of payment. 'Payment Discrepancies' Range Variables. A special dispensation will continue to exist which allows the use of artificial money in HM Prisons.
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APPENDIX 1C

Areas Within the Beauty and Spa Therapy National Occupational Standards for Which Mandatory Written Question Papers Must Be Developed

As a minimum requirement, Awarding Bodies are required to develop appropriate question papers to cover the areas of Knowledge and Understanding listed below.

A written paper must be produced for each technical unit. It is also recommended that a separate written paper be produced to cover the anatomy and physiology across all of the units in each qualification to prevent repetition. For Beauty Therapy Level 1, these papers should be deliverable in either written or oral formats at the discretion of the assessor. Appropriate written question papers must be available for the Beauty Therapy NVQs/SVQs Levels 2 and 3 and the Spa Therapy NVQ/SVQ Level 3.

Beauty Therapy Level 1: Areas of Knowledge Within Beauty Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas
Unit B1: Prepare and Maintain Salon Treatment Work Areas	<ul style="list-style-type: none">• your responsibilities under relevant health and safety legislation• the importance of the correct storage of client records in relation to the Data Protection Act• why it is important to maintain standards of general hygiene and the principles of avoiding cross-infection• the different types of sterilising equipment and products available• the differences between sterilisation and disinfection• the different types of chemicals used for disinfection• how to dispose of waste materials and products from the treatments in the range

Unit Title	Knowledge Areas
Unit B2: Assist With Facial Skin Care Treatments	<ul style="list-style-type: none"> • the types of facial products in the range and how to use them • the types of conditions and disorders that may restrict the treatment, why and how to recognise them (eg cold sores, conjunctivitis, eczema, psoriasis, cuts, abrasions, redness, swelling, skin irritation) • the basic structure of the skin (epidermis, dermis) • the basic function of the skin (protection, temperature control and sensitivity) • the skin characteristics and skin types of different ethnic client groups • how to recognise the different skin types within the range • the reasons for cleansing, toning, mask application and moisturising • the benefits of cleansing, toning, mask application and moisturising • the contra-actions that could occur during facial treatments and what action to take

Unit Title	Knowledge Areas
Unit B3: Assist with Day Make-up	<ul style="list-style-type: none"> • the basic structure of the skin (ie epidermis, dermis) • the basic function of the skin (ie protection, temperature control, sensitivity) • how to recognise the skin types listed in the range • the skin characteristics and skin types of different ethnic client age groups • how to recognise the following basic skin conditions: sensitive, comedone, milia, dehydrated, broken capillaries, pustules, papules, open pores, dark circles • the types of conditions and disorders that may contra-indicate the treatment and why (eg cold sores, conjunctivitis, open cuts and abrasions, , swelling, skin irritation) and how to recognise them • the types of conditions and disorders that may restrict the treatment and why (eg healed eczema and psoriasis, redness, bruising, skin irritation) and how to recognise them • possible contra-actions which may occur during the make-up treatment and how to deal with them (eg excessive perspiration, adverse skin reactions, watery eyes, excessive erythema)

Unit Title	Knowledge Areas
Unit N1: Assist with Nail Services	<ul style="list-style-type: none"> • the types of conditions and disorders that may contra-indicate the service and why (eg fungal, viral, bacterial and parasitic infections to the skin and nails, severe dermatitis, eczema and psoriasis, unknown swelling or redness) and how to recognise them • the types of conditions and disorders that may restrict the service and why (eg cuts, abrasions, bruising) and how to recognise them • the structure of the nail unit (including matrix, nail plate, nail bed, cuticle, free edge) • the basic structure of the skin (including epidermis and dermis) • the different types of nail and skin products • the uses of different types of products for nails and skin • the effects on the nails of incorrect use of nail service tools • the contra-actions that could occur after nail services and what advice to give to clients

APPENDIX 1D

Occupational Expertise Requirements for Beauty and Spa Therapy Assessors and Verifiers

1 Introduction

- 1.1 As the Standards Setting Body for the hair and beauty sectors, Habia is responsible for defining the occupational expertise requirements for assessors and verifiers in consultation with employers, centres and Awarding Bodies. The assessor and verifier occupational expertise requirements for the Beauty Therapy and Spa Therapy NVQs and SVQs are shown below.
- 1.2 Please note that these requirements will take effect from 1 August 2010 and will apply to all assessors and verifiers. This version dated March 2009 supersedes all previous versions.
- 1.3 Please note all assessors and verifiers still working with the existing standards will continue to use and follow the August 2007 Assessment Strategy requirements.

2 Assessors

2.1 From 1 August 2010 all new Beauty Therapy assessors must:

- 2.1.1 **hold EITHER** the Level 2 and/or 3 Beauty Therapy NVQs/SVQs or equivalent* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

OR

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

- 2.1.2 **hold** Units D32 **and** D33 to assess the complete Beauty Therapy NVQs/SVQs (those work based assessors only required to make and record observations may hold just D32)

OR

hold or be working towards Unit A1 if carrying out all forms of assessment

OR

hold or be working towards Unit A2 if only carrying out observations in the workplace

2.2 From 1 August 2010 all new Spa Therapy assessors must:

- 2.2.1 **hold EITHER** the Level 3 Spa Therapy NVQ/SVQ or equivalent* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

OR

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

2.2.2 **hold** Units D32 **and** D33 to assess the complete Spa Therapy NVQ/SVQ (those work based assessors only required to make and record observations may hold just D32)

OR

hold or be working towards Unit A1 if carrying out all forms of assessment

OR

hold or be working towards Unit A2 if only carrying out observations in the workplace.

2.3 **From 1 August 2010 all existing Beauty Therapy assessors (as defined in 2.1 above) holding just the Level 2 Beauty Therapy NVQ/SVQ** will only be able to assess the Level 2 Beauty Therapy NVQ/SVQ. They will not be eligible for internal verifier or external verifier roles.

3 Internal verifiers

3.1 From 1 August 2010 all Beauty Therapy and Spa Therapy internal verifiers must:

3.1.1 **hold** the Level 3 Beauty Therapy or Level 3 Spa Therapy NVQs/SVQs or equivalent* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to internally verify

OR

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to internally verify and

3.1.2 **hold** Unit A1 or Units D32 **and** D33 and

3.1.3 **hold** Unit D34 or **hold or be working towards Unit V1**

3.1.4 have **sufficient experience** of assessing Beauty Therapy or Spa Therapy NVQs/SVQs

4 External verifiers

4.1 **From 1 August 2010 all Beauty Therapy and Spa Therapy external verifiers must:**

4.1.1 **hold** the Level 3 Beauty Therapy or Level 3 Spa Therapy NVQ/SVQ or equivalent* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to externally verify

OR

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to externally verify and

4.1.2 **hold** Unit A1 **or** Units D32 and D33 and

4.1.3 **hold** D35 or **hold or be working towards** Unit V2 and are strongly advised to hold Unit V1 or D34

4.1.4 have **sufficient experience** assessing and/or internally verifying Beauty Therapy or Spa Therapy NVQs/SVQs.

5 Assessors and verifiers for non-technical units who are not beauty therapists and spa therapists

5.1 There are several units in the NVQs/SVQs that cover generic skills, assessed in a beauty or spa therapy context. Some centres use assessors and verifiers from other occupations to assess and verify these.

5.2 ***ENTO Units HSS1 and HSS3, ICS Unit 10, SFEDI Units BD1 and BI2, Skillset Units HM1, HM6, HM7 and HM19 have been imported into the Habia standards for beauty and spa therapy.*** Assessors of these units must meet the requirements laid down by these Standards Setting Bodies in their own Assessment Strategies.

5.3 ***Non-technical beauty and spa therapy Habia units:*** the same criteria as for assessors and internal verifiers who are beauty therapists will apply, inserting the *relevant* NVQ/SVQ or equivalent qualification or experience and the *relevant* occupational area. This does not apply to external verifiers who will always be beauty or spa therapists for the Habia units. For the sake of clarification, beauty and spa therapy units cannot be internally verified by non-beauty or spa therapists.

i *Occupational expertise requirements for assessors who are not beauty or spa therapists*

Non-Beauty or Spa Therapy assessors must have the *relevant* Level 2 and Level 3 NVQs/SVQs plus sufficient *relevant* industrial experience **or** substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to assess. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence or have shown evidence of operational experience.

For NVQs, *UKCES* requires that assessors hold Unit A1 or A2 (if just recording observations) **OR** Unit D32 and/or Unit D33. New assessors must have a clear action plan for achieving Unit A1 and/or Unit A2 within eighteen months of beginning assessment duties. Assessment decisions by assessors who are still working towards certification must be supported by an assessor or verifier who has gained certification. This can be achieved by checking a sample of assessment decisions.

For SVQs, *SQA Accreditation* requires that assessors be occupationally competent and **must** hold Units A1 and/or A2, **OR** hold D32 and/or D33.

Please note that *Habia* generally requires assessors hold or are working towards Unit A1 **OR** hold D32 **and** D33. *In addition, in this case where the assessor does not have a beauty therapy or spa therapy background, then she/he must have obtained a working knowledge of the beauty therapy or spa therapy industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon or spa.*

ii **Occupational expertise requirements for internal verifiers who are not beauty therapists or spa therapists**

Non-Beauty or Spa Therapy internal verifiers must have the *relevant* Level 3 NVQ/SVQ plus sufficient *relevant* industrial experience or substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to internally verify. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. They must also have at least sufficient experience of assessing the *relevant* NVQs/SVQs or *relevant* units.

For NVQs, *UKCES* requires that internal verifiers hold Unit V1 or D34 and, it is recommended, also hold Unit A1 or D32 **and** D33. New internal verifiers must have a clear action plan for achieving Unit V1 within eighteen months of beginning internal verification. Without an appropriately qualified internal verifier, the centre must understand that it cannot submit claims for certification to the Awarding Body.

For SVQs, *SQA Accreditation* requires that internal verifiers be occupationally competent and **must** hold or be working towards Unit V1 **OR** hold D34. Unit A1 or D33 is also desirable

Please note that *Habia* requires all internal verifiers hold Unit A1 or D32 **and** D33 and hold D34 or hold or are working towards V1. *In addition, in this case where the internal verifier does not have a beauty or spa therapy background, then she/he must have obtained a working knowledge of the beauty therapy or spa therapy industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon or spa.*

In this case where assessors and/or internal verifiers do not have a beauty therapy or spa therapy background, then a period of experience in a salon or attending beauty therapy or spa therapy specific event(s) relevant to the units being assessed or verified will help them become more familiar with the requirements of the beauty therapy or spa therapy industries.

* Where individuals have qualifications other than the Beauty Therapy or Spa Therapy NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence **or** have shown evidence of operational experience.

** Substantial operational experience means substantial hands on work served within the beauty therapy or spa therapy industry. This can include time in any role in the beauty therapy or spa therapy industry, for example as a therapist, trainer, lecturer, assessor, verifier or salon manager/owner.

APPENDIX 1E

Requirements for Continuing Professional Development for Assessors and Verifiers of Beauty and Spa Therapy Technical Units

From 1 September 2001 as a condition of centre approval and continuing centre approval, centres were required to establish an ongoing, fully resourced Staff Development Plan, capable of supporting the Habia CPD requirement. (Preferably such a Staff Development Plan should link to IIP or other formally recognised quality assurance systems.)

Assessors and verifiers must be able to demonstrate to the Awarding Body how they keep their beauty therapy or spa therapy technical skills and knowledge up-to-date and to the occupational level at which they are assessing and/or verifying. Continuing Professional Development (CPD) must take place throughout the careers of assessors and verifiers.

This **must** include the completion of a minimum number of hours CPD in each 12-month period using activities approved for CPD (see below).

The minimum, annual CPD requirement for assessors and verifiers is as follows:

A **total, minimum requirement for 30 hours' CPD** per annum which does not have to be consecutive.

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

- 'Hands on' delivery of beauty therapy or spa therapy services to fee paying clients in a commercial salon or spa that can be shown to develop individual skill and knowledge levels
- Undertaking technical beauty therapy or spa therapy training that develops new and/or updates existing skills and/or knowledge levels
- Further beauty therapy or spa therapy qualification work

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

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

*(However, the above are recommended for background knowledge to support CPD but are **not** approved for inclusion in the CPD hours requirement.)*

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.

Explanatory Notes

- i *Technical beauty therapy and spa therapy training* – external and internal workshops and training sessions are eligible.
- ii *Commercial salon or spa* – this is defined as a salon or spa where the majority of beauty therapists or spa therapists are already qualified and the main function of the salon or spa is not training and assessment. If a training salon or spa in a centre is closed and reopened as a commercial salon or spa, eg during holiday periods, then this is an acceptable location for CPD to be undertaken. If there is any doubt as to the acceptability of the arrangement, guidance should be sought from Habia.
- iii *Beauty therapy and spa therapy qualification work* – the aim of this option is to encourage assessors and verifiers to gain new skills or to update current ones. Work undertaken for this option must lead to a formally assessed and accredited qualification or unit of an NVQ/SVQ.

A nominal 30 hours has been allocated to the achievement of any beauty therapy or spa therapy unit qualification in any one CPD year. The same unit should not be taken twice during the lifetime of any particular NVQ/SVQ or repeated within any five-year period.

Other activities may be acceptable for CPD for which prior approval should be gained from Habia.

Calculating CPD hours

- a CPD for existing assessors and verifiers is measured within each 12-month period, taken from 1 September–31 August each year.
- b CPD hours for new assessors and verifiers shall be measured from the date their duties commence.
- c Assessors and verifiers who take leave from assessment or verification duties during any 12-month period will be able to collect CPD pro rata.
- d The CPD hours for part-time assessors and verifiers will be calculated pro rata based on a nominal 37 hour week. **However, a minimum of five hours CPD in any 12-month period must be carried out by all part-time assessors and verifiers.**

For example, an assessor contracted for 7 hours/week: $7 \div 37 \times 100 =$ 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 NVQ/SVQ unit achieved has been set, regardless of the unit.
- f If you are an assessor **and** a verifier, you only have to do the minimum of 30 hours' CPD, **not** 60 hours.
- g All external verifiers must complete a minimum of 30 hours' CPD per annum regardless of actual hours worked as an external verifier.

APPENDIX 1F

Nationally Agreed Maximum Service Times for Beauty Therapy and Spa Therapy NVQ/SVQ Assessment Purposes

The 2010 revised National Occupational Standards (NOS) require that technical services are carried out 'in a commercially viable time'. To ensure consistent NVQ/SVQ assessment practices, Habia has developed a nationally agreed set of maximum service times for certain, critical services for each level of NVQ/SVQ. These times are shown below.

Note: Specialist treatments may require longer following manufacturers' instructions.

Range of Service Times for Level 1 Beauty Therapy

At Level 1, the requirement to work to a commercial time is limited to assisting with facial treatments, nail treatments and day make-up. The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Please note that the type, depth and breadth of services listed are those described in the Level 1 Beauty Therapy Standards only.

	Service (excluding consultation and preparation)	Minutes (Maximum)
1	Assist with facial treatment	30
2	Assist with nail treatment	30
3	Assist with day make-up	30

Assessment Strategy for Hairdressing NVQs

Key Mandatory Components of the Assessment Strategy

- Performance in the workplace, the use of realistic working environments, requirements for a realistic working environment and the use of specific simulated activities
- Habia's approach to External Quality Control of Assessment
- The requirements for the occupational expertise of External Verifiers, Internal Verifiers and Assessors.

Each of the above are expanded upon in more detail below.

Performance in the Workplace and Use of Simulations

The Hairdressing NVQs/SVQs may be assessed in the workplace and/or an approved 'realistic working environment' meeting the criteria set out in Appendix 1A.

Habia wishes to make clear its stance on the use of simulated activities and a realistic working environment. The key criterion for allowing the use of simulated activities in the assessment of performance is the rarity of the opportunity to undertake the activities required by the standard of competence. Examples of these activities include:

- dealing with fire and other emergencies
- dealing with health and safety activities outside or peripheral to normal practices
- client/customer relationships
- contra-indications/contra-actions.

Therefore, a simulated activity is viewed as 'any structured assessment exercise involving a specific task which reproduces real life situations'. In this it is distinct and separate from the use of an approved realistic working environment as the latter allows the candidate to perform an entire occupational role over an extended period of time, in an environment which as closely as possible replicates the working environment and involves real work on real clients drawn from members of the public.

Habia considers evidence generated in a realistic working environment, meeting the criteria set out in Appendix 1A, as acceptable for the purposes of Hairdressing NVQ/SVQ assessment. The use of realistic working environments will be necessary to promote access to assessment for some hairdressing candidates at present.

Simulated activities may only be used for Habia developed units where indicated in Appendix 1B. An additional, specific dispensation has been given to schemes operating in HM Prison Service whereby use of replica money is allowed within Unit G4 (Fulfil salon reception duties) to prevent barriers to access caused by prison rules on cash usage.

In addition, the Institute of Customer Service has given a special dispensation for the 'imported' Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to Habia's criteria specified in Appendix 1A:

Unit G17 (ICS Unit 9), Level 2: Give Customers a Positive Impression of Yourself and Your Organisation

Unit G19 (ICS Unit 37), Level 2: Support Client Service Improvements

Unit G18 (ICS Unit 10), Level 2: Promote Additional Products or services to Clients

This dispensation in no way implies that the Customer Service NVQ/SVQ itself can be achieved in an RWE. The dispensation only applies to the three imported units above.

As a matter of policy, Habia will work with industry experts and its Awarding Bodies to develop basic Evidence Requirement Specifications for use where Hairdressing National Occupational Standards are used for NVQ/SVQ purposes.

Approach to Achieving Greater External Quality Control of Assessment

Our strategy to address the above is as follows:

An overall 100% achievement rate for the entire underpinning knowledge and understanding specification in the National Occupational Standards should be required of each candidate.

Habia requires all Awarding Bodies to develop externally set mandatory question papers to cover critical areas of essential knowledge and understanding within specified units for the Hairdressing Level 1, Hairdressing Level 2 and Hairdressing Level 3 NVQs/SVQs. These units and the critical areas of knowledge have been detailed in Appendix 1C for Hairdressing units.

For the Hairdressing Level 1 NVQ/SVQ, Habia requires all Awarding Bodies to set mandatory question papers to cover the critical areas of essential knowledge and understanding as specified in Appendix 1C. These papers should be designed so they may be administered by written or oral means at the discretion of the assessor.

All mandatory question papers should be internally marked by assessors using answer and/or marking guides supplied by the Awarding Body. A minimum of two different sets of questions and associated answer guides should be provided for all mandatory, designated areas of questioning.

For externally set mandatory question papers, a 70% achievement rate must be attained under formal, 'closed book', assessment conditions to avoid the necessity of a resit of the complete paper. For those achieving 70% or more, questions answered incorrectly may be reassessed by a variety of means (eg oral questioning, a repeat of the written questions, assignments) to ensure 100% achievement on the mandatory areas of questioning for the units being undertaken.

All question and answer sheets must be collected from candidates and securely retained by the centre for internal and external verification purposes. It is expected suitable systems will be in place to prevent copying or plagiarism.

It is anticipated that Awarding Bodies will make suitable alternative arrangements for those with identified special needs which may preclude them from undertaking written assessments (for example, candidates who are identified as dyslexic).

It is expected Awarding Bodies will ensure:

- the design of testing does not discriminate between those taking full qualifications and individual units
- that assessment instruments do not directly or indirectly discriminate against any particular group and ensure equality of opportunity appropriate to employment in the hairdressing and barbering industries
- that candidates are not expected to repeat questions on knowledge 'common' to several units
- arrangements are in place for testing to be carried out at a time to meet individual needs and rate of progress
- where necessary, suitable arrangements are in place for reassessment of those areas where candidates have been shown to be 'not yet competent'
- suitable arrangements are put in place for those with disabilities affecting their reading and writing capabilities.

Assessment of Essential Knowledge and Understanding Items Outside the Specification for Externally Set Mandatory Question Papers

As a 100% achievement rate is required for the entire Knowledge and Understanding specification for each unit for each candidate, other means such as oral questioning and additional portfolio evidence must be used to demonstrate that all remaining items of underpinning knowledge and understanding have been assessed and achieved satisfactorily.

Habia also requires that the Nationally Agreed Maximum Service Times quoted in Appendix 1F are used for assessment purposes for the particular, critical services listed for each level of Hairdressing NVQ/SVQ.

Requirements for the Occupational Expertise of External Verifiers, Internal Verifiers and Assessors

Habia requires that:

In addition to the requirements set out by the Regulatory Bodies, Habia specify the appropriate occupational expertise requirements. These requirements have been detailed in Appendix 1D for Hairdressing. All Habia Awarding Bodies must comply with these requirements when recruiting and selecting external verifiers and implement the requirements within their current external verifier teams. All Habia Awarding Bodies must ensure their Approved Centres comply with these requirements when recruiting and selecting internal verifiers and assessors and implement the requirements with their current internal verifiers and assessors.

It is expected that as part of Awarding Body internal quality assurance processes, the qualifications and occupational expertise requirements of all involved in the assessment and verification process will be regularly monitored and recorded.

Because of the ever changing nature of the industries Habia represents, it is essential that assessors and verifiers keep their technical skills up-to-date and at an occupational level appropriate to the NVQs/SVQs they are assessing or verifying. All assessors and verifiers must be able to demonstrate to their Awarding Body that they engage in appropriate continuing professional development (CPD) activities.

To ensure consistency of approach in this matter across all Awarding Bodies delivering Habia NVQs/SVQs, it is a requirement that all Awarding Bodies implement Habia's minimum requirements for CPD activities and put systems in place to monitor, record and ensure assessor and verifier achievement against these requirements. These appear in Appendix 1E for Hairdressing.

APPENDICES

Requirements Relating to the Hairdressing NVQs/SVQs

- Appendix 1A Hairdressing Realistic Working Environment Requirements
- Appendix 1B Summary of Where Simulated Activities May Be Used for Assessment of Habia Developed Units
- Appendix 1C Areas Within the Hairdressing National Occupational Standards for Which Mandatory Question Papers Must Be Developed
- Appendix 1D Occupational Expertise Requirements for Hairdressing Assessors and Verifiers
- Appendix 1E Requirements for Continuing Professional Development for Assessors and Verifiers of Hairdressing Technical Units
- Appendix 1F Nationally Agreed Maximum Service Times for Hairdressing NVQ/SVQ Assessment Purposes

APPENDIX 1A

Hairdressing Realistic Working Environment Requirements

As the Standards Setting Body for the Hairdressing and Beauty sectors, Habia is responsible for defining what constitutes a 'Realistic Working Environment' (RWE). Habia has set down the following criteria for the assessment location. This will ensure that all candidates are being assessed against the National Occupational Standards in a realistic working environment when not in an actual, commercial workplace.

The following criteria must be included as part of centre approval and must be confirmed as being met during the first external verification visit. The criteria must then continue to be met on every subsequent visit. This will ensure that candidates are able to meet commercial needs in the workplace.

- 1 Assessment centres must develop realistic management procedures that incorporate a 'salon image'* and sales and marketing policy to attract the type and number of clients needed to ensure that the requirements of the National Occupational Standards can be achieved.
- 2 All assessments must be carried out under realistic commercial pressures and on paying clients and not other candidates within the same group. Clients should vary in age and hair condition so that the requirements of the National Occupational Standards can be achieved.
- 3 All services that are carried out should be completed in a commercially acceptable timescale. Maximum service times for particular, critical services have been developed by Habia for each Hairdressing NVQ/SVQ and are detailed in Appendix 1F. These times should be used for assessment purposes.
- 4 Candidates must be able to achieve a realistic volume of work.
- 5 The space per working area conforms to health and safety legislation and commercial practice.
- 6 The range of services, professional products, tools, materials and equipment must be up-to-date and available for use. They must enable candidates to meet the requirements of the National Occupational Standards.
- 7 A reception area where clients are greeted and general enquiries and appointments can be made by telephone, or in person, must be available. The reception area must also include a payment facility.
- 8 A retail facility must be provided with products that relate to the clients' needs and the services offered.
- 9 The RWE must take full account of any bye-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.

- 10 Candidates must work in a professional manner taking into account establishment requirements such as:
- i appearance and dress code
 - ii personal conduct
 - iii hygiene
 - iv reliability
 - v punctuality.
- 11 Candidates are given workplace responsibilities to enable them to meet the requirements of the National Occupational Standards.

* The use of the word 'salon' is not intended to deny access to the hairdressing qualification if you deliver hairdressing services in other locations (for example hospitals, care centres, etc.). It refers to any place where professional hairdressing services are carried out. However, the location must meet health and safety requirements for hairdressing.

APPENDIX 1B

Summary of Where Simulated Activities May Be Used for Assessment of Habia Developed Units

Simulated activities may be used for the following, if naturally occurring performance evidence is not available:

Level 2	Unit G4, Fulfil Salon Reception Duties, Outcome 4	'Methods of Payment' Range Variables: 'cash equivalent', 'cheque' and 'payment card' methods of payment. 'Payment Discrepancies' Range Variables A special dispensation will continue to exist which allows the use of artificial money in HM Prisons.
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APPENDIX 1C

Areas Within the Hairdressing and Barbering National Occupational Standards for Which Mandatory Written Question Papers Must Be Developed

As a minimum requirement, Awarding Bodies are required to develop appropriate question papers to cover the areas of Essential Knowledge and Understanding listed below. For Hairdressing and Barbering Level 1, these papers should be deliverable in either written or oral formats at the discretion of the assessor. Appropriate written question papers must be available for Hairdressing NVQs/SVQs at Levels 2 and 3.

Hairdressing and Barbering Level 1: Areas of Knowledge Within Hairdressing Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas
Unit GH1: Shampoo and Condition Hair	<ul style="list-style-type: none">• what is contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services• the direction in which the hair cuticle lies and its importance when disentangling wet hair• the effects of water temperature on the scalp• how shampoo and water act together to cleanse the hair• how the build up of products can affect the hair, scalp and effectiveness of other services• different types of conditioning products and their effects• the types and causes of problems that can arise when shampooing and surface conditioning hair• when and how to use rotary, effleurage and petrissage massage techniques when shampooing and conditioning different lengths of hair• importance of removing products and excess water from the hair after each service• the importance of detangling the hair from point to root

Unit Title	Knowledge Areas
Unit GH2: Blow Dry Hair	<ul style="list-style-type: none"> • methods of cleaning, disinfecting and/or sterilisation used in salons • the difference between disinfection and sterilisation • the basic structure of the hair • the effects of humidity on the hair • the effects of the drying process on the hair cuticle • how the incorrect application of heat can affect the hair and scalp • why the direction of the airflow is important to achieve the desired look and avoid damage to the hair cuticle
Unit GH4: Assist With Hair Colouring Services	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services • why it is important to use personal protective equipment • the importance of thoroughly rinsing products • the importance of emulsifying permanent colouring products as part of the removal process • the types and causes of problems that may occur when removing colouring products and materials from the hair
Unit GH5: Assist With Perming Services	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services • why it is important to use personal protective equipment • the role and importance of neutralisers in perming process • the importance of accurate timing when neutralising perms • the importance of thoroughly rinsing neutralisers • what might happen if the correct neutralising agent is not applied • the types and causes of problems that may occur when neutralising perms

Unit Title	Knowledge Areas
Unit GH6: Plait and Twist Hair Using Basic Techniques	<ul style="list-style-type: none"> • the potential consequences of excessive tension on the hair • what is traction alopecia • how to identify the signs of traction alopecia
Unit GH7: Remove Hair Extensions	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out hair extension removal services • why it is important to use personal protective equipment • the average rate of hair growth • the potential consequences of excessive tension on the hair • how to identify the signs of traction alopecia • how wearing extensions beyond their recommended time period can affect the removal process
Unit GB1: Assist With Shaving Services	<ul style="list-style-type: none"> • why it is important to use personal protective equipment • the effect of hot and cold towels on the skin and hair • the importance of lathering and its effect on skin and hair • the function of effleurage and petrissage massage techniques when lathering • why timing is critical to the shaving service

APPENDIX 1D

Occupational Expertise Requirements for Hairdressing Assessors and Verifiers

1 Introduction

- 1.1 As the Standards Setting Body for the hair and beauty sectors, Habia is responsible for defining the occupational expertise requirements for assessors and verifiers in consultation with employers, centres and Awarding Bodies. The assessor and verifier occupational expertise requirements for the Hairdressing NVQs and SVQs are shown below.
- 1.2 Please note that these requirements will take effect from July 2009 and will apply to **all** assessors and verifiers.

2 Assessors

2.1 From 1 July 2009 all new assessors must:

- 2.1.1 **hold EITHER** the Level 2 **and** Level 3 Hairdressing NVQs/SVQs or equivalent* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of the NVQ/SVQ they are intending to assess

OR

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

- 2.1.2 **hold** Units D32 **and** D33** to assess the complete Hairdressing NVQs/SVQs. (Those work based assessors only required to make and record observations may hold just D32)

OR

hold or be working towards Unit A1** if carrying out all forms of assessment

OR

hold or be working towards Unit A2 if only carrying out observations in the workplace.

- 2.2 **From 1 September 2002 all existing assessors (as defined in 2.1 above) holding just the Level 2 Hairdressing NVQ/SVQ** will only be able to assess Level 2 Hairdressing. They will not be eligible for internal verifier or external verifier roles.

3 Internal verifiers

3.1 From 1 July 2009 all internal verifiers must:

- 3.1.1 **hold EITHER** the Level 2 **and** Level 3 Hairdressing NVQs/SVQs or equivalent* plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to internally verify

OR

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to internally verify and

3.1.2 **hold** A1 or Units D32 **and** D33 ** and

3.1.3 **hold** D34 or **hold or be working towards** V1

3.1.4 have a **sufficient experience** of assessing Hairdressing NVQs/SVQs.

4 External verifiers

4.1 From 1 July 2009 all external verifiers must:

4.1.1 **hold EITHER** the Level 2 **and** Level 3 Hairdressing NVQs/SVQs or equivalent *plus sufficient relevant post qualification industrial experience that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to externally verify

OR

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to externally verify and

4.1.2 **hold** Unit A1 **or** Units D32 **and** D33** and

4.1.3 **hold** D35 or **hold or be working towards** Unit V2 and are strongly advised to hold Unit V1 or D34

4.1.4 have **sufficient experience** assessing and/or internally verifying Hairdressing and/or Barbering NVQs/SVQs.

5 Assessors and verifiers for non-technical hairdressing units who are not hairdressers

5.1 There are several units in the NVQs/SVQs that cover generic skills, assessed in a hairdressing or barbering context. Some centres use assessors and verifiers from other occupations to assess and verify these.

5.2 **ENTO Unit A, ICS Unit 1, Level 2, ICS Unit 5, Level 2 and ICS Unit 7, Level 2 units imported into the Habia standards:**

Assessors of these units must meet the requirements laid down by these Standards Setting Bodies in their own Assessment Strategies.

5.3 **Non-technical hairdressing Habia units:** the same criteria as for assessors and internal verifiers who are hairdressers and/or barbers will apply, inserting the *relevant* NVQ/SVQ or equivalent qualification or experience and the *relevant* occupational area. This does not apply to external verifiers who will always be hairdressers and/or barbers for the Habia units. For the sake of clarification, technical hairdressing units cannot be internally verified by a non-hairdresser/non-barber.

i Occupational expertise requirements for assessors who are not hairdressers

Non-hairdressing Assessors must have the *relevant* Level 2 and Level 3 NVQs/SVQs plus sufficient *relevant* industrial experience **or** substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to assess. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence **or** have shown evidence of operational experience.

For NVQs, QCA requires that assessors hold Unit A1 or A2 (if just recording observations) **OR** Unit D32 and/or Unit D33. New assessors must have a clear action plan for achieving Unit A1 and/or Unit A2 within 18 months of beginning assessment duties. Assessment decisions by assessors who are still working towards certification must be supported by an assessor or verifier who has gained certification. This can be achieved by checking a sample of assessment decisions.

For SVQs, SQA requires that assessors be occupationally competent and **must** hold Units A1 and/or A2** **OR** hold D32 and/or D33.

Please note that Habia generally requires assessors hold or are working towards Unit A1 **OR** hold D32 **and** D33. *In addition, in this case where the assessor does not have a hairdressing background, then she/he must have obtained a working knowledge of the hairdressing industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.*

ii Occupational expertise requirements for internal verifiers who are not hairdressers

Non-hairdressing internal verifiers must have the *relevant* Level 2 and Level 3 NVQs/SVQs plus sufficient *relevant* industrial experience **or** substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to internally verify. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. They must also have sufficient experience of assessing the *relevant* NVQs/SVQs or *relevant* units.

For NVQs, QCA requires that internal verifiers hold Unit V1 or D34 and, it is recommended, also hold Unit A1 or D32 **and** D33. New internal verifiers must have a clear action plan for achieving Unit V1 within 18 months of beginning internal verification. Without an appropriately qualified internal verifier, the centre must understand that it cannot submit claims for certification to the Awarding Body.

For SVQs, SQA requires that internal verifiers be occupationally competent and **must** hold or be working towards Unit V1 or hold or be working towards D34. Unit A1 or D33 are also desirable**

Please note that Habia requires all internal verifiers to hold Unit A1 or D32 **and** D33** and hold D34 or hold or are working towards Unit V1. *In addition, in this case where the internal verifier does not have a hairdressing background, then she/he must have obtained a working knowledge of the hairdressing industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.*

In this case, where assessors and/or internal verifiers do not have a hairdressing and/or barbering background, then a period of experience in a salon or attending hairdressing specific event(s) relevant to the units being assessed or verified will help them become more familiar with the requirements of the hairdressing industry.

* Where individuals have qualifications other than the Hairdressing NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence **or** have shown evidence of operational experience.

** Substantial operational experience means substantial hands on work served within the hairdressing industry. This can include time in any role in the hairdressing industry, for example as a stylist, technician, trainer, lecturer, assessor, verifier or salon manager/owner.

APPENDIX 1E

Requirements for Continuing Professional Development for Assessors and Verifiers of Hairdressing Technical Units

From 1 September 2001, as a condition of centre approval and continuing centre approval, centres were required to establish an ongoing, fully resourced Staff Development Plan, capable of supporting the Habia CPD requirement. (Preferably, such a Staff Development Plan should link to IIP or other formally recognised quality assurance systems.)

Assessors and verifiers must be able to demonstrate to the Awarding Body how they keep their hairdressing technical skills and knowledge up-to-date and to the occupational level which they are assessing and/or verifying. Continuing Professional Development (CPD) must take place throughout the careers of assessors and verifiers.

This **must** include the completion of a minimum number of hours' CPD in each 12 month period using activities approved for CPD (see below).

The minimum, annual CPD requirement for assessors and verifiers is as follows:

A **total, minimum requirement for 30 hours' CPD** per annum which does not have to be consecutive.

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 hairdressing services to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- Undertaking technical hairdressing and/or barbering training that develops new and/or updates existing skills and/or knowledge levels
- Further hairdressing qualification work.

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

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

*(However, the above are recommended for background knowledge to support CPD but are **not** approved for inclusion in the CPD hours requirement.)*

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.

Explanatory notes:

- i *Technical hairdressing training* – external and internal workshops and training sessions are eligible.
- ii *Commercial salon* – this is defined as a salon where the majority of stylists 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 eg during holiday periods, then this is an acceptable location for CPD to be undertaken. If there is any doubt as to the acceptability of the arrangement, guidance should be sought from Habia.
- iv *Hairdressing qualification work* – the aim of this option is to encourage assessors and verifiers to gain new skills, eg African Caribbean hairdressing techniques or barbering or to update current ones eg by offering latest fashion styles for assessment against a range statement. Work undertaken for this option must lead to a formally assessed and accredited qualification or unit of an NVQ/SVQ.

A nominal 30 hours has been allocated to the achievement of any hairdressing unit qualification in any one CPD year. The same unit should not be taken twice during the life time of any particular NVQ/SVQ or repeated within any five-year period.

Other activities may be acceptable for CPD for which prior approval should be gained from Habia.

Calculating CPD hours

- a CPD for existing assessors and verifiers is measured within each 12-month period, taken from 1 September–31 August each year.
- b CPD hours for new assessors and verifiers shall be measured from the date their duties commence.
- c Assessors and verifiers who take leave from assessment or verification duties during any 12-month period will be able to collect CPD pro rata.
- d The CPD hours for part time assessors and verifiers will be calculated pro rata based on a nominal 37-hour week. **However, a minimum of five hours CPD in any 12-month period must be carried out by all part time assessors and verifiers.**

For example, an assessor contracted for 7 hours/week: $7 \div 37 \times 100 =$ 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 NVQ/SVQ unit achieved has been set, regardless of the unit.
- f If you are an assessor **and** a verifier, you only have to do the minimum of 30 hours' CPD, **not** 60 hours.
- g All External Verifiers must complete a minimum of 30 hours' CPD per annum regardless of actual hours worked as an External Verifier.

APPENDIX 1F

Nationally Agreed Maximum Service Times for Hairdressing NVQ/SVQ Assessment Purposes

The 2003 revised National Occupational Standards (NOS) require that technical services are carried out 'in a commercially viable time'. To ensure consistent NVQ/SVQ assessment practices, Habia has developed a nationally agreed set of maximum service times for certain, critical services for each level of NVQ/SVQ. These times are shown below.

Range of Service Times for Level 1 Hairdressing and Barbering Services

At Level 1, the requirement to work to a commercial time is limited to shampooing, conditioning and blow drying work. The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Please note that the type, depth and breadth of services concerned are those described in the Level 1 Hairdressing and Barbering standards only.

Service	Minutes (Maximum)
1. Shampoo, surface condition and detangle hair – above shoulder length hair (excluding development time)	10
2. Shampoo, surface condition and detangle hair – below shoulder length hair (excluding development time)	15
3. Blow drying hair – above shoulder length	30
4. Blow drying hair – below shoulder length	45

Assessment Strategy for Barbering NVQs

Key Mandatory Components of the Assessment Strategy

- Performance in the workplace, the use of realistic working environments, requirements for a realistic working environment and the use of specific simulated activities
- Habia's approach to External Quality Control of Assessment
- The requirements for the occupational expertise of External Verifiers, Internal Verifiers and Assessors.

Each of the above are expanded upon in more detail below.

Performance in the Workplace and Use of Simulations

The Barbering NVQs/SVQs may be assessed in the workplace and/or an approved 'realistic working environment' meeting the criteria set out in Appendix 1A.

Habia wishes to make clear its stance on the use of simulated activities and a realistic working environment. The key criterion for allowing the use of simulated activities in the assessment of performance is the rarity of the opportunity to undertake the activities required by the standard of competence. Examples of these activities include:

- dealing with fire and other emergencies
- dealing with health and safety activities outside or peripheral to normal practices
- client/customer relationships
- contra-indications/contra-actions.

Therefore, a simulated activity is viewed as 'any structured assessment exercise involving a specific task which reproduces real life situations'. In this it is distinct and separate from the use of an approved realistic working environment as the latter allows the candidate to perform an entire occupational role over an extended period of time, in an environment which as closely as possible replicates the working environment and involves real work on real clients drawn from members of the public.

Habia considers evidence generated in a realistic working environment, meeting the criteria set out in Appendix 1A, as acceptable for the purposes of Barbering NVQ/SVQ assessment. The use of realistic working environments will be necessary to promote access to assessment for some barbering candidates at present.

Simulated activities may only be used for Habia developed units where indicated in Appendix 1B. An additional, specific dispensation has been given to schemes operating in HM Prison Service whereby use of replica money is allowed within Unit G4 (Fulfil Salon Reception Duties) to prevent barriers to access caused by prison rules on cash usage.

In addition, the Institute of Customer Service has given a special dispensation for the 'imported' Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to Habia's criteria specified in Appendix 1A:

Unit G17 (ICS Unit 9), Level 2: Give Customers a Positive Impression of Yourself and Your Organisation

Unit G19 (ICS Unit 37), Level 2: Support Client Service Improvements

Unit G18 (ICS Unit 10), Level 2: Promote Additional Products or Services to Clients.

This dispensation in no way implies that the Customer Service NVQ/SVQ itself can be achieved in an RWE. The dispensation only applies to the three imported units above.

As a matter of policy, Habia will work with industry experts and its Awarding Bodies to develop basic Evidence Requirement Specifications for use where Barbering National Occupational Standards are used for NVQ/SVQ purposes.

Approach to Achieving Greater External Quality Control of Assessment

Our strategy to address the above is as follows:

An overall 100% achievement rate for the entire underpinning knowledge and understanding specification in the National Occupational Standards should be required of each candidate.

Habia requires all Awarding Bodies to develop externally set mandatory question papers to cover critical areas of essential knowledge and understanding within specified units for the Barbering Level 2 and Barbering Level 3 NVQs/SVQs. These units and the critical areas of knowledge have been detailed in Appendix 1C for Barbering units.

For the Hairdressing Level 1 NVQ/SVQ, Habia requires all Awarding Bodies to set mandatory question papers to cover the critical areas of essential knowledge and understanding as specified in Appendix 1C. These papers should be designed so they may be administered by written or oral means at the discretion of the assessor.

All mandatory question papers should be internally marked by assessors using answer and/or marking guides supplied by the Awarding Body. A minimum of two different sets of questions and associated answer guides should be provided for all mandatory, designated areas of questioning.

For externally set mandatory question papers, a 70% achievement rate must be attained under formal, 'closed book', assessment conditions to avoid the necessity of a re-sit of the complete paper. For those achieving 70% or more, questions answered incorrectly may be reassessed by a variety of means (eg oral questioning, a repeat of the written questions, assignments) to ensure 100% achievement on the mandatory areas of questioning for the units being undertaken.

All question and answer sheets must be collected from candidates and securely retained by the centre for internal and external verification purposes. It is expected suitable systems will be in place to prevent copying or plagiarism.

It is anticipated that Awarding Bodies will make suitable alternative arrangements for those with identified special needs which may preclude them from undertaking written assessments (for example candidates who are identified as dyslexic).

It is expected Awarding Bodies will ensure:

- the design of testing does not discriminate between those taking full qualifications and individual units
- that assessment instruments do not directly or indirectly discriminate against any particular group and ensure equality of opportunity appropriate to employment in the barbering industry
- that candidates are not expected to repeat questions on knowledge 'common' to several units
- arrangements are in place for testing to be carried out at a time to meet individual needs and rate of progress
- where necessary, suitable arrangements are in place for reassessment of those areas where candidates have been shown to be 'not yet competent'
- suitable arrangements are put in place for those with disabilities affecting their reading and writing capabilities.

Assessment of Essential Knowledge and Understanding Items Outside the Specification for Externally Set Mandatory Question Papers

As a 100% achievement rate is required for the entire Knowledge and Understanding specification for each unit for each candidate, other means such as oral questioning and additional portfolio evidence must be used to demonstrate that all remaining items of underpinning knowledge and understanding have been assessed and achieved satisfactorily.

Habia also requires that the Nationally Agreed Maximum Service Times quoted in Appendix 1F are used for assessment purposes for the particular, critical services listed for each level of Barbering NVQ/SVQ.

Requirements for the Occupational Expertise of External Verifiers, Internal Verifiers and Assessors

Habia requires that:

All assessors, internal verifiers and external verifiers hold assessment and verification qualifications as specified in current guidance produced by the Regulatory Bodies.

In addition, Habia is required by the Regulatory Bodies to specify the appropriate occupational expertise requirements. These requirements have been detailed in Appendix 1D for Barbering. All Habia Awarding Bodies must comply with these requirements when recruiting and selecting external verifiers and implement the requirements within their current external verifier teams. All Habia Awarding Bodies must ensure their Approved Centres comply with these requirements when recruiting and selecting internal verifiers and assessors and implement the requirements with their current internal verifiers and assessors.

It is expected that as part of Awarding Body internal quality assurance processes, the qualifications and occupational expertise requirements of all involved in the assessment and verification process will be regularly monitored and recorded.

Because of the ever changing nature of the industries Habia represents, it is essential that assessors and verifiers keep their technical skills up-to-date and at an occupational level appropriate to the NVQs/SVQs they are assessing or verifying. All assessors and verifiers must be able to demonstrate to their Awarding Body that they engage in appropriate continuing professional development (CPD) activities.

To ensure consistency of approach in this matter across all Awarding Bodies delivering Habia NVQs/SVQs, it is a requirement that all Awarding Bodies implement Habia's minimum requirements for CPD activities and put systems in place to monitor, record and ensure assessor and verifier achievement against these requirements. These appear in Appendix 1E for Barbering.

APPENDICES

Requirements Relating to the Barbering NVQs/SVQs

- Appendix 1A Barbering Realistic Working Environment Requirements
- Appendix 1B Summary of Where Simulated Activities May Be Used for Assessment of Habia Developed Units
- Appendix 1C Areas Within the Barbering National Occupational Standards for Which Mandatory Question Papers Must Be Developed
- Appendix 1D Occupational Expertise Requirements for Barbering Assessors and Verifiers
- Appendix 1E Requirements for Continuing Professional Development for Assessors and Verifiers of Barbering Technical Units
- Appendix 1F Nationally Agreed Maximum Service Times for Barbering NVQ/SVQ Assessment Purposes

APPENDIX 1A

Barbering Realistic Working Environment Requirements

As the Standards Setting Body for the Hairdressing and Beauty sectors, Habia is responsible for defining what constitutes a 'Realistic Working Environment' (RWE). Habia has set down the following criteria for the assessment location. This will ensure that all candidates are being assessed against the National Occupational Standards in a realistic working environment when not in an actual, commercial workplace.

The following criteria must be included as part of centre approval and must be confirmed as being met during the first external verification visit. The criteria must then continue to be met on every subsequent visit. This will ensure that candidates are able to meet commercial needs in the workplace.

1. Assessment centres must develop realistic management procedures that incorporate a 'salon image'* and sales and marketing policy to attract the type and number of clients needed to ensure that the requirements of the National Occupational Standards can be achieved.
2. All assessments must be carried out under realistic commercial pressures and on paying clients and not other candidates within the same group. Clients should vary in age and hair condition so that the requirements of the National Occupational Standards can be achieved.
3. All services that are carried out should be completed in a commercially acceptable timescale. Maximum service times for particular, critical services have been developed by Habia for each Hairdressing NVQ/SVQ and are detailed in Appendix 1F. These times should be used for assessment purposes.
4. Candidates must be able to achieve a realistic volume of work.
5. The space per working area conforms to health and safety legislation and commercial practice.
6. The range of services, professional products, tools, materials and equipment must be up-to-date and available for use. They must enable candidates to meet the requirements of the National Occupational Standards.
7. A reception area where clients are greeted and general enquiries and appointments can be made by telephone, or in person, must be available. The reception area must also include a payment facility.
8. A retail facility must be provided with products that relate to the clients' needs and the services offered.
9. The RWE must take full account of any bye-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out there.

10. Candidates must work in a professional manner taking into account establishment requirements such as:
 - i appearance and dress code
 - ii personal conduct
 - iii hygiene
 - iv reliability
 - v punctuality.
11. Candidates are given workplace responsibilities to enable them to meet the requirements of the National Occupational Standards.

* The use of the word 'salon' is not intended to deny access to the hairdressing qualification if you deliver hairdressing services in other locations (for example hospitals, care centres, etc). It refers to any place where professional hairdressing services are carried out. However, the location must meet health and safety requirements for hairdressing.

APPENDIX 1B

Summary of Where Simulated Activities May Be Used for Assessment of Habia Developed Units

Simulated activities may be used for the following, if naturally occurring performance evidence is not available:

Level 2	Unit G4: Fulfil Salon Reception Duties, Outcome 4	'Methods of Payment' Range Variables: 'cash equivalent', 'cheque' and 'payment card' methods of payment.
		'Payment Discrepancies' Range Variables
		A special dispensation will continue to exist which allows the use of artificial money in HM Prisons.

APPENDIX 1C

Areas Within the Barbering National Occupational Standards For Which Mandatory Written Question Papers Must Be Developed

As a minimum requirement, Awarding Bodies are required to develop appropriate question papers to cover the areas of Essential Knowledge and Understanding listed below. For Hairdressing Level 1, these papers should be deliverable in either written or oral formats at the discretion of the assessor. Appropriate written question papers must be available for Barbering NVQs/SVQs at Level 2 and 3.

Hairdressing and Barbering Level 1: Areas of Knowledge Within Hairdressing Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas
Unit GH1: Shampoo and Condition Hair	<ul style="list-style-type: none">• what is contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services• the direction in which the hair cuticle lies and its importance when disentangling wet hair• the effects of water temperature on the scalp• how shampoo and water act together to cleanse the hair• how the build up of products can affect the hair, scalp and effectiveness of other services• different types of conditioning products and their effects• the types and causes of problems that can arise when shampooing and surface conditioning hair• when and how to use rotary, effleurage and petrissage massage techniques when shampooing and conditioning different lengths of hair• importance of removing products and excess water from the hair after each service• the importance of detangling the hair from point to root

Unit Title	Knowledge Areas
Unit GH2: Blow Dry Hair	<ul style="list-style-type: none"> • methods of cleaning, disinfecting and/or sterilisation used in salons • the difference between disinfection and sterilisation • the basic structure of the hair • the effects of humidity on the hair • the effects of the drying process on the hair cuticle • how the incorrect application of heat can affect the hair and scalp • why the direction of the airflow is important to achieve the desired look and avoid damage to the hair cuticle
Unit GH4: Assist With Hair Colouring Services	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services • why it is important to use personal protective equipment • the importance of thoroughly rinsing products • the importance of emulsifying permanent colouring products as part of the removal process • the types and causes of problems that may occur when removing colouring products and materials from the hair
Unit GH5: Assist With Perming Services	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out hairdressing services • why it is important to use personal protective equipment • the role and importance of neutralisers in perming process • the importance of accurate timing when neutralising perms • the importance of thoroughly rinsing neutralisers • what might happen if the correct neutralising agent is not applied • the types and causes of problems that may occur when neutralising perms

Unit Title	Knowledge Areas
Unit GH6: Plait and Twist Hair Using Basic techniques	<ul style="list-style-type: none"> • the potential consequences of excessive tension on the hair • what is traction alopecia • how to identify the signs of traction alopecia
Unit GH7: Remove Hair Extensions	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out hair extension removal services • why it is important to use personal protective equipment • the average rate of hair growth • the potential consequences of excessive tension on the hair • how to identify the signs of traction alopecia • how wearing extensions beyond their recommended time period can affect the removal process
Unit GB1: Assist With Shaving Services	<ul style="list-style-type: none"> • why it is important to use personal protective equipment • the effect of hot and cold towels on the skin and hair • the importance of lathering and its effect on skin and hair • the function of effleurage and petrissage massage techniques when lathering • why timing is critical to the shaving service

APPENDIX 1D

Occupational Expertise Requirements for Barbering Assessors and Verifiers

1 Introduction

- 1.1 As the Standards Setting Body for the Hairdressing and Beauty sectors, Habia is responsible for defining the occupational expertise requirements for assessors and verifiers in consultation with employers, centres and Awarding Bodies. The assessor and verifier occupational expertise requirements for the Hairdressing NVQs and SVQs are shown below.
- 1.2 Please note that these requirements will take effect from 1 July 2009 and will apply to all assessors and verifiers. This version dated to be confirmed supersedes all previous versions and was approved by SSDA.

2 Assessors

2.1 From 1 July 2009 all new barbering assessors must:

- 2.1.1 **hold EITHER** Level 2 NVQ/SVQ (inclusive of the Barbering options) or equivalent* plus sufficient relevant years post qualification industrial experience that is current and appropriate to the units(s) of NVQ/SVQ they are intending to assess

OR

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

- 2.1.2 **hold units** D32 and D33** to assess the complete Barbering NVQs/SVQs (Those work based assessors only required to make and record observations may hold just D32)

OR

hold or be working towards Unit A1** if carrying out all forms of assessment

OR

hold or be working towards Unit A2 if only carrying out observations in the workplace.

2.2 From 1 July 2009 all existing barbering assessors must:

- 2.2.1 **EITHER hold** the Level 3 Barbering NVQ/SVQ if they wish to assess or continue to assess the Level 3 Barbering NVQ/SVQ (This work can also count towards meeting an individual's CPD requirements.)

OR

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to assess

- 2.2.2 **hold** D32 and D33 **or hold or be working towards** Unit A1 to assess the complete Barbering NVQs/SVQs. (Those work based assessors only required to make and record observations may hold just A2.)

This requirement, in effect, gives those assessors wishing to upgrade their personal barbering qualifications one year to do so, after the implementation of this strategy.

- 2.3 From 1 September 2002 all existing assessors (as defined in 2.2 above) holding just the Level 2 Hairdressing and/or Level 2 Barbering NVQ/SVQ will only be able to assess the Level 2 Barbering NVQ/SVQ. They will not be eligible for internal verifier or external verifier roles.

3 Internal verifiers

3.1 From 1 July 2009 all internal verifiers must:

- 3.1.1 **hold EITHER** the Level 2 **and** Level 3 Hairdressing and/or Barbering NVQs/SVQs or equivalent* plus sufficient relevant post qualification industrial experience

OR

substantial operational experience** that is current and appropriate to the unit(s) of NVQ/SVQ they are intending to internally verify and

- 3.1.2 **hold** Unit A1 or Units D32 **and** D33 ** and
3.1.3 **hold** D34 **or hold or be working towards** Unit V1
3.1.4 have a sufficient experience of assessing Hairdressing and/or Barbering NVQs/SVQs.

4 External Verifiers

4.1 From 1 July 2009 all external verifiers must:

- 4.1.1 **hold EITHER** the Level 2 **and** Level 3 Hairdressing and/or Barbering NVQs/SVQs or equivalent *plus sufficient relevant years post qualification industrial experience

OR

substantial operational experience** that is current and appropriate to the level(s) of NVQ/SVQ they are intending to externally verify and

- 4.1.2 **hold** Unit A1 **or** Units D32 **and** D33** and
4.1.3 **hold** D35, **or hold or be working towards** Unit V2 and are strongly advised to hold Unit V1 or D34
4.1.4 have sufficient experience assessing and/or internally verifying Hairdressing and/or Barbering NVQs/SVQs.

5 Assessors and verifiers for non-technical barbering units who are not barbers

- 5.1 There are several units in the NVQs/SVQs that cover generic skills, assessed in a hairdressing or barbering context. Some centres use assessors and verifiers from other occupations to assess and verify these.
- 5.2 **ENTO Unit A, ICS Unit 1, Level 2, ICS Unit 5, Level 2 and ICS Unit 7, Level 2 units imported into the Habia standards:**
Assessors of these units must meet the requirements laid down by these Standards Setting Bodies in their own Assessment Strategies.
- 5.3 **Non-technical barbering Habia units:** the same criteria as for assessors and internal verifiers who are hairdressers and/or barbers will apply, inserting the *relevant* NVQ/SVQ or equivalent qualification or experience and the *relevant* occupational area. This does not apply to external verifiers who will always be hairdressers and/or barbers for the Habia units. For the sake of clarification, technical barbering units cannot be internally verified by a non-barber.

i) Occupational expertise requirements for assessors who are not barbers

Non-Barbering assessors must have the *relevant* Level 2 and Level 3 NVQs/SVQs plus sufficient relevant industrial experience **or** substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to assess. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence **or** have shown evidence of operational experience.

For NVQs, QCA requires that assessors hold Unit A1 or A2 (if just recording observations) **OR** Unit D32 and/or Unit D33. New assessors must have a clear action plan for achieving Unit A1 and/or Unit A2 within eighteen months of beginning assessment duties. Assessment decisions by assessors who are still working towards certification must be supported by an assessor or verifier who has gained certification. This can be achieved by checking a sample of assessment decisions.

For SVQs, SQA requires that assessors be occupationally competent and **must** hold Units A1 and/or A2**, or be working towards them **OR** hold D32 and/or D33.

Please note that Habia generally requires assessors hold or are working towards Unit A1 **OR** hold D32 **and** D33. *In addition, in this case where the assessor does not have a barbering background, then she/he must have obtained a working knowledge of the barbering industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.*

ii) Occupational expertise requirements for internal verifiers who are not barbers

Non-Barbering internal verifiers must have the *relevant* Level 2 and Level 3 NVQs/SVQs plus sufficient *relevant* industrial experience **or** substantial operational experience that is current and appropriate to the level(s) of NVQ/SVQ units they are intending to internally verify. Where individuals have qualifications other than the *relevant* NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. They must also have at least one year's experience of assessing the *relevant* NVQs/SVQs or *relevant* units.

For NVQs, QCA requires that internal verifiers hold Unit V1 or D34 and, it is recommended, also hold Unit A1 or D32 **and** D33. New internal verifiers must have a clear action plan for achieving Unit V1 within eighteen months of beginning internal verification. Without an appropriately qualified internal verifier, the centre must understand that it cannot submit claims for certification to the Awarding Body.

For SVQs, SQA requires that internal verifiers be occupationally competent and **must** hold or be working towards Unit V1 or hold or be working towards D34. Unit A1 or D33 are also desirable.**

Please note that Habia requires all internal verifiers hold Unit A1 or D32 **and** D33** and hold D34 or hold or be working towards Unit V1. *In addition, in this case where the internal verifier does not have a barbering background, then she/he must have obtained a working knowledge of the barbering industry as the context for assessment, through briefing or induction, or ideally through a period of experience in a salon.*

In this case where assessors and/or internal verifiers do not have a barbering background, then a period of experience in a salon or attending a barbering specific event(s) relevant to the units being assessed or verified will help them become more familiar with the requirements of the barbering industry.

* Where individuals have qualifications other than the Hairdressing and/or Barbering NVQs/SVQs, they or their centre should contact their Awarding Body to determine the acceptability of these qualifications. Assessors will only be able to assess those units in which they have formally demonstrated their competence **or** have shown evidence of operational experience.

** Substantial operational experience means substantial hands on work served within the hairdressing/barbering industry. This can include time in any role in the industry, for example as a stylist, technician, trainer, lecturer, assessor, verifier or salon manager/owner.

APPENDIX 1E

Requirements for continuing Professional Development for Assessors and Verifiers of Barbering Technical Units

From 1 September 2001, as a condition of centre approval and continuing centre approval, centres were required to establish an ongoing, fully resourced Staff Development Plan, capable of supporting the Habia CPD requirement. (Preferably, such a Staff Development Plan should link to IIP or other formally recognised quality assurance systems.)

Assessors and verifiers must be able to demonstrate to the Awarding Body how they keep their barbering technical skills and knowledge up-to-date and to the occupational level which they are assessing and/or verifying. Continuing Professional Development (CPD) must take place throughout the careers of assessors and verifiers.

This **must** include the completion of a minimum number of hours' CPD in each 12-month period using activities approved for CPD (see below).

The minimum, annual CPD requirement for assessors and verifiers is as follows:

A **total, minimum requirement for 30 hours' CPD** per annum which does not have to be consecutive.

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 barbering services to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- Undertaking technical barbering training that develops new and/or updates existing skills and/or knowledge levels
- Further barbering qualification work.

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

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

*(However, the above are recommended for background knowledge to support CPD but are **not** approved for inclusion in the CPD hours requirement.)*

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.

Explanatory notes:

- i *Technical barbering training* – external and internal workshops and training sessions are eligible.
- ii *Commercial salon* – this is defined as a salon where the majority of stylists 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, for example during holiday periods, then this is an acceptable location for CPD to be undertaken. If there is any doubt as to the acceptability of the arrangement, guidance should be sought from Habia.
- v Barbering qualification work – the aim of this option is to encourage assessors and verifiers to gain new skills eg African Caribbean barbering techniques or barbering or to update current ones eg by offering latest fashion styles for assessment against a range statement. Work undertaken for this option must lead to a formally assessed and accredited qualification or unit of an NVQ/SVQ.

A nominal 30 hours has been allocated to the achievement of any hairdressing unit qualification in any one CPD year. The same unit should not be taken twice during the life time of any particular NVQ/SVQ or repeated within any five-year period.

Other activities may be acceptable for CPD for which prior approval should be gained from Habia.

Calculating CPD hours

- h CPD for existing assessors and verifiers is measured within each 12-month period, taken from 1 September – 31 August each year.
- i CPD hours for new assessors and verifiers shall be measured from the date their duties commence.
- j Assessors and verifiers who take leave from assessment or verification duties during any 12-month period will be able to collect CPD pro rata.
- k The CPD hours for part time assessors and verifiers will be calculated pro rata based on a nominal 37 hour week. **However, a minimum of five hours CPD in any 12-month period must be carried out by all part time assessors and verifiers.**

For example, an assessor contracted for 7 hours/week: $7 \div 37 \times 100$ = approx. 20% of a full time assessor. 20% x 30 hours = 6 hours' CPD in any 12 month period.
- l A nominal time of 30 hours per NVQ/SVQ unit achieved has been set, regardless of the unit.
- m If you are an assessor **and** a verifier, you only have to do the minimum of 30 hours' CPD, **not** 60 hours.
- n All External Verifiers must complete a minimum of 30 hours' CPD per annum regardless of actual hours worked as an External Verifier.

APPENDIX 1F

Nationally Agreed Maximum Service Times for Barbering NVQ/SVQ Assessment Purposes

The 2003 revised National Occupational Standards (NOS) require that technical services are carried out 'in a commercially viable time'. To ensure consistent NVQ/SVQ assessment practices, Habia has developed a nationally agreed set of maximum service times for certain, critical services for each level of NVQ/SVQ. These times are shown below.

Range of Service Times for Level 1 Hairdressing and Barbering Services

At Level 1, the requirement to work to a commercial time is limited to shampooing, conditioning and blow drying work. The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Please note that the type, depth and breadth of services concerned are those described in the Level 1 Hairdressing and Barbering standards only.

	Service	Minutes (Maximum)
1	Shampoo, surface condition and detangle hair – above shoulder length hair (excluding development time)	10
2	Shampoo, surface condition and de-tangle hair – below shoulder length hair (excluding development time)	15
3	Blow drying hair – above shoulder length	30
4	Blow drying hair – below shoulder length	45

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