

Specification

Edexcel NVQ/competence-
based qualifications

Edexcel Level 3 NVQ Diploma in Hairdressing (QCF)

**Edexcel Level 3 NVQ Diploma in Hairdressing
(Combined Hair Types) (QCF)**

Edexcel Level 3 NVQ Diploma in Barbering (QCF)

For first registration September 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 sidelined. 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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Prepared by

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 NVQ Diploma in Hairdressing (QCF), Edexcel Level 3 NVQ Diploma in Hairdressing (Combined Hair Types) (QCF), Edexcel Level 3 NVQ Diploma in Barbering (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 3 NVQ Diploma in Hairdressing (QCF)	500/7978/5	01/01/2010
Edexcel Level 3 NVQ Diploma in Hairdressing (Combined Hair Types) (QCF)	500/9502/X	01/01/2010
Edexcel Level 3 NVQ Diploma in Barbering (QCF)	500/7977/3	01/01/2010

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 qualifications from August 2010:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Edexcel Level 3 NVQ in Hairdressing	100/3240/X	01/08/2003	31/01/2010
Edexcel Level 3 NVQ in Barbering	100/3242/3	01/08/2003	31/01/2010

Key features of the Edexcel Level 3 NVQ Diploma in Hairdressing (QCF), Edexcel Level 3 NVQ Diploma in Hairdressing (Combined Hair Types) (QCF), Edexcel Level 3 NVQ Diploma in Barbering (QCF)

These qualifications:

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

These qualifications have been approved as components required for the Level 3 Hairdressing and Barbering Apprenticeship framework.

What is the purpose of these qualifications?

These qualifications are job-ready qualifications for anyone wanting to be a truly proficient professional in hairdressing or barbering. They expand on the basic skills of Level 2 and are aimed at those wishing to enter the top level of their professional or who want to go on to become salon managers and owners. People who have been in the industry for some time but are looking to update or accredit their skills can also take these NVQs.

The Edexcel Level 3 NVQ Diploma in Hairdressing (QCF) gives learners the knowledge and skills essential for the hairdressing sector.

The Edexcel Level 3 NVQ Diploma in Hairdressing (Combined Hair Types) (QCF) allows learners to take some units specialising in African hair types.

The Edexcel Level 3 NVQ Diploma in Barbering (QCF) allows learners to specialise in barbering and men's hair.

Who are these qualifications for?

These qualifications are 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 hairdressing salon, such as providing consultation services or for clients and awareness of health and safety. The qualifications develop the specialist skills needed to carry out hairdressing or 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?

- Hairdresser.

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

Learners can progress from the Edexcel Level 3 NVQ Diploma in Hairdressing to relevant Foundation Degrees in Salon Management.

Learners can progress from the Edexcel Level 3 NVQ Diploma in Hairdressing (Combined Hair Types) to relevant Foundation Degrees in Salon Management.

Learners can progress from the Edexcel Level 3 NVQ Diploma in Barbering to relevant Foundation Degrees in Salon Management.

Learners can also progress to employment.

Further information is available in Annexe A.

What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Hairdressing (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 58 credits, consisting of 4 mandatory units (21 credits) and optional units consisting of a minimum of 37 credits. Learners may take all optional units from Optional Group A, but no more than one optional unit can be taken from Optional Group B.

Mandatory units

Credit value required: minimum 21, maximum 21

Sub-components required: minimum 4, maximum 4.

Y/601/5875 – Monitor Procedures to Safely Control Work Operations

D/601/0936 – Promote Additional Services or Products to Customers

Y/600/1040 – Provide Hairdressing Consultation Services

H/600/1218 – Creatively Cut Hair Using a Combination of Techniques

Optional units

Credit value required: minimum 37.

Optional Group A

Credit value required: minimum 32.

Sub-components required: minimum 3.

H/600/1042 – Colour Hair Using a Variety of Techniques

D/600/1010 – Provide Colour Correction Services

K/600/1219 – Creatively Style and Dress Hair

K/600/1043 – Creatively Dress Long Hair

K/600/1012 – Develop and Enhance Creative Hairdressing Skills

D/600/1220 – Create a Variety of Permed Effects

F/600/1274 – Provide Creative Hair Extension Services

H/601/4633 – Provide Specialist Consultation Services for Hair and Scalp Conditions

M/601/4635 – Provide Hair and Scalp Treatments

Optional Group B

Credit value required: maximum 5.

Sub-components required: minimum 1, maximum 1.

T/600/1272 — Contribute to The Financial Effectiveness of the Business

A/601/1530 — Support Customer Service Improvements

R/600/1277 — Contribute to the Planning and Implementation of
Promotional Activities

What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Hairdressing (Combined Hair Types) (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.

This is a 56 credit (minimum) qualification consisting of 7 mandatory units (44 credits) and optional units consisting of a minimum of 12 credits.

Mandatory units

Credit value required: minimum 44.

Y/601/5875 — Monitor Procedures to Safely Control Work Operations

D/601/0936 — Promote Additional Services or Products to Customers

H/600/1218 — Creatively Cut Hair Using a Combination of Techniques

H/600/1087 — Provide Consultation Services for African Type Hair

H/600/1252 — Provide a Variety of Relaxing Services

L/600/1083 — Creatively Style and Dress African Type Hair

H/600/1042 — Colour Hair Using a Variety of Techniques

Optional units

Credit value required: minimum 12.

D/600/1010 — Provide Colour Correction Services

K/600/1219 — Creatively Style And Dress Hair

D/600/1220 — Create a Variety of Permed Effects

F/600/1274 — Provide Creative Hair Extension Services

H/601/4633 — Provide Specialist Consultation Services For Hair And Scalp Conditions

M/601/4635 — Provide Hair and Scalp Treatments

Y/600/1247 — Perm African Type Hair

K/600/1253 — Style African Type Hair Using Thermal Styling Techniques

L/600/1116 — Extend Hair Using A Variety Of Techniques

R/600/1277 — Contribute To The Planning And Implementation Of Promotional Activities

A/601/1530 — Support Customer Service Improvements

What is the qualification structure for the Edexcel Level 3 NVQ Diploma in 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 47 credits, consisting of 5 mandatory units (22 credits), and optional units consisting of a minimum of 25 credits. All optional units can be taken from Optional Group A, or a maximum of one unit can be taken from Optional Group B.

Mandatory units

Credit value required: Minimum 22, Maximum 22.

Y/601/5875 — Monitor Procedures to Safely Control Work Operations

D/601/0936 — Promote Additional Services or Products to Customers

Y/600/1040 — Provide Hairdressing Consultation Services

K/600/1222 — Design and Create a Range of Facial Hair Shapes

A/600/1046 — Creatively Cut Hair Using a Combination of Barbering Techniques

Optional units

Credit value required: minimum 25.

Optional Group A

H/600/1042 — Colour Hair Using a Variety of Techniques

D/600/1010 — Provide Colour Correction Services

K/600/1012 — Develop and Enhance Creative Hairdressing Skills

D/600/1220 — Create a Variety of Permed Effects

H/601/4633 — Provide Specialist Consultation Services for Hair and Scalp Conditions

M/601/4635 — Provide Hair and Scalp Treatments

H/600/1025 — Provide Shaving Services

A/600/1077 — Provide Face Massage Services

F/600/1047 — Design and Create Patterns in Hair

Optional Group B

T/600/1272 — Contribute to the Financial Effectiveness of the Business

A/601/1530 — Support Customer Service Improvements

R/600/1277 — Contribute to the Planning and Implementation of
Promotional Activities

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. There are separate assessment strategies for Hairdressing, Hairdressing – African Hair Types, Barbering and Barbering – African Hair Types. These assessment strategies have been developed by Habia in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes 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.

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 to deliver these qualifications?

Each qualification is designed to support learners working in the Hair and Beauty sector. 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

Unit 1: Monitor Procedures to Safely Control Work Operations

Unit code:	G22
Unit reference number:	Y/601/5875
QCF level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is about making sure that statutory and workplace instructions are being carried out. It describes the competences required to make sure that:

- a health and safety procedures are being followed within work areas
- b appropriate action is undertaken to control workplace hazards

Evidence requirements

- 1 The Common Evidence Requirements below are in addition to the ENTO Assessment Strategies approved by UKCG in February 2008.
- 2 The standards require evidence of consistent occupational competence, as defined by the standards, to be demonstrated through relevant work activities. A variety of assessment methods should be used to confirm competence. Assessment of knowledge should be integrated with the assessment of performance wherever possible and appropriate.
- 3 Assessment of performance and knowledge in the workplace.

Monitoring the operation of workplace health and safety procedures is the legal responsibility of all senior staff in a salon, not just that of the manager or proprietor. These responsibilities extend beyond salon staff to all people entering the business eg clients, suppliers, contract cleaners, etc Therefore, in the context of this unit, 'other people' includes not only other employees, but all those who have a reason to be on salon premises at any time.

Evidence for outcomes relating to 'other people', therefore, may be drawn from a wide base of possibilities eg politely instructing clients to hang coats in the place provided and stow their bags at reception to comply with workplace procedures to avoid obstructions and accidents in salon work areas; briefing a new starter on some aspect of workplace health and safety procedures (outcome 1e).

- 4 All evidence must be derived from performance in the workplace or approved Realistic Working Environment conforming to current Habia criteria.

Simulation is not allowed for any performance evidence within this unit as the outcomes can be demonstrated by a combination of 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.
- 5 This is not an exhaustive list and the Common Evidence Requirements are owned by the Awarding Bodies which will develop their own guidance documentation on evidence requirements. However, given the nature of the outcomes required, it is likely various types of documentary evidence, questioning and discussion will form the main assessment methods for the hair and beauty industries.

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 check that health and safety instructions are followed	<p>1.1 keep up to date with health and safety regulations and workplace instructions, making sure that information is from reliable sources</p> <p>1.2 conduct monitoring of the workplace at agreed intervals and in accordance with workplace instructions</p> <p>1.3 confirm that workers are health and safety competent as defined in their job role and that identified health and safety training needs have been met</p> <p>1.4 communicate workplace instructions and receive feedback</p>			
2 Be able to recommend changes to health and safety workplace instructions	<p>2.1 respond to any breaches of health and safety instructions in a way which meets workplace and legal requirements</p> <p>2.2 make recommendations for any changes to health and safety workplace instructions to the responsible people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to make sure that hazards and risks are controlled safely and effectively</p>	<p>3.1 maintain accurate records of workplace irregularities</p> <p>3.2 check other people are aware of the hazards/risks and know the action(s) to be taken to minimise them</p> <p>3.3 confirm that appropriate precautions to control risks have been agreed with the people responsible for health and safety</p> <p>3.4 review to make sure all recommended action has been taken</p> <p>3.5 report any conflicts that still exist between workplace and legal requirements</p>			
<p>4 Know how to monitor procedures to safely control work operations</p>	<p>4.1 explain employers' and employees' legal responsibilities for health and safety in the workplace</p> <p>4.2 explain the difference between 'hazard', 'risk' and 'control'</p> <p>4.3 describe the types of information available from reports and records covering the workplace</p> <p>4.4 explain the importance of evaluating information from reports and records covering the workplace</p>			

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

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

Unit 2: Promote Additional Services or Products to Customers

Unit code:	G18
Unit reference number:	D/601/0936
QCF level:	2
Credit value:	6
Guided learning hours:	40

Unit summary

Services or products are continually changing in organisations to keep up with customers' expectations. By offering new or improved services or products the organisation can increase customer satisfaction. Many organisations must promote these to be able to survive in a competitive world. However, it is equally important for organisations that are not in competition with others to encourage their customers to try new services or products. This unit is about the learners' need to keep pace with new developments and to encourage customers to take an interest in them. Customers expect more and more services or products to be offered to meet their own growing expectations. They need to be made aware of what is available from the organisation. Because of this everybody offering services or products needs to play a part in making customers aware of what is available. Learners should not choose this unit if their organisation does not want them to suggest additional services or products to customers.

Assessment requirements/evidence requirements

- 1 Learners' evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real clients, whether internal or external to the salon. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence with this unit. (Guidelines for the assessment of a Realistic Working Environment can be found in the Client Service Assessment Strategy for NVQ/SVQ Levels 2, 3 and 4 – January 2006.)
- 2 Learners may collect the evidence for the unit through work in a private sector salon, a not-for-profit salon or a public services salon.
- 3 Learners must provide evidence that shows they have done this over a sufficient period of time with different clients on different occasions for the assessor to be confident that they are competent.

- 4 Learners must provide evidence that the additional services or products offered include:
 - use of services or products that are new to their client
 - additional use of services or products that their client has used before. workplace policies
- 5 Their evidence must show that they:
 - follow salon procedures for offering additional services or products to their clients
 - create opportunities for encouraging their clients to use additional services or products
 - identify what their client wants by seeking information directly
 - identify what their client wants from spontaneous client comments.
- 6 Their communication with clients may be face to face, in writing, by telephone, text message, email, Internet, intranet or by any other method they would be expected to use within their job role.

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 Identify additional services or products that are available	<p>1.1 update and develop their knowledge of their organisation's services or products</p> <p>1.2 check with others when they are unsure about new service or product details</p> <p>1.3 identify appropriate services or products that may interest their customer</p> <p>1.4 spot opportunities for offering their customer additional services or products that will improve the customer experience</p>			
2 Inform customers about additional services or products	<p>2.1 choose the best time to inform their customer about additional services or products</p> <p>2.2 choose the best method of communication to introduce their customer to additional services or products</p> <p>2.3 give their customer accurate and sufficient information to enable them to make a decision about the additional services or products</p> <p>2.4 give their customer time to ask questions about the additional services or products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Gain customer commitment to using additional services or products</p>	<p>3.1 close the conversation if the customer shows no interest</p> <p>3.2 give information to move the situation forward when their customer shows interest</p> <p>3.3 secure customer agreement and check customer understanding of the delivery of the service or product</p> <p>3.4 take action to ensure prompt delivery of the additional services or products to their customer</p> <p>3.5 refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility</p>			
<p>4 Understand how to promote additional services or products to customers</p>	<p>4.1 describe the organisation's procedures and systems for encouraging the use of additional services or products</p> <p>4.2 explain how additional services or products will benefit their customers</p> <p>4.3 explain how their customer's use of additional services or products will benefit their organisation</p> <p>4.4 identify the main factors that influence customers to use their services or products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products 4.6 state how to give appropriate, balanced information to customers about services or products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Provide Hairdressing Consultation Services

Unit code:	G21
Unit reference number:	Y/600/1040
QCF level:	3
Credit value:	3
Guided learning hours:	22

Unit summary

This is a job-ready qualification which is competency based. This unit is about providing a comprehensive consultation and advisory service to clients. Included is providing support to colleagues when they are faced with analysis problems as is the ability to advise on alternative courses of action, especially referral to other specialists.

Assessment requirements/evidence requirements

Assessment requirements specified by a sector or regulatory body (if appropriate). 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 will need to demonstrate in their everyday work they have met the standard for providing consultation services.
- 3 The assessor will observe these aspects of the learner's performance on at least three occasions. These will cover consultations for three different technical units.
- 4 The learner must show they have:
 - used all the means of identification:
 - a questioning
 - b observation
 - c testing
 - considered all the factors limiting or affecting services:
 - a adverse hair, skin and scalp conditions
 - b incompatibility of previous services and products used
 - c client's lifestyle

Courses of action are:

- a referral to a pharmacist
- b referral to a general practitioner
- c referral to a registered trichologist
- d referral to another salon in line with their salon's procedure
- advised clients of all the implications that will impact on hairdressing services:
 - a cost and frequency of maintenance
 - b limitations to other services
 - c changes to their existing hair care regime

NB When performance evidence is not available for the following course of actions:

Referral to Pharmacist;

Referral to General Practitioner;

Referral to Registered Trichologist;

Referral to another Salon in line with your Salon's procedure;

These may be covered by knowledge evidence.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but they 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 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
1 Be able to identify clients' needs and wishes	<p>1.1 question the client to identify their needs</p> <p>1.2 encourage the client to express their wishes, views and ask about areas they are unsure of</p> <p>1.3 allow the client sufficient time to express wishes and views</p> <p>1.4 use visual aids to present clients with suitable ideas to help clients reach a decision</p> <p>1.5 confirm own understanding of the client's wishes before making any service recommendations</p>			
2 Be able to analyse the hair, skin and scalp and make recommendations to clients	<p>2.1 conduct visual checks and any necessary tests on the hair, skin and scalp to meet specified procedures</p> <p>2.2 identify factors that limit or affect services and the choice of products</p> <p>2.3 deal promptly and effectively with analysis problems</p> <p>2.4 make recommendations based on the outcomes of analysis of the client's hair and that take into account the potential of the client's hair</p> <p>2.5 communicate with the client in a manner that maintains goodwill, trust and confidentiality</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to advise clients on hair maintenance and management and agree services</p>	<p>3.1 identify the client's current hair care regime and explain the impact it has on future hairdressing services</p> <p>3.2 give the client clear and accurate advice on ways of improving their current hair care regime and explain the implications of agreed hairdressing services</p> <p>3.3 check that the client has understood the advice prior to proceeding with any service</p> <p>3.4 agree services, products, outcomes and likely costs that are acceptable to the client and meet the client's needs</p> <p>3.5 make suitable appointments for agreed services and ensure client records are up to date, accurate, easy to read and complete</p>			
<p>4 Understand salon and legal requirements</p>	<p>4.1 outline own responsibilities under Data Protection legislation</p> <p>4.2 explain the legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services</p> <p>4.3 state salon procedures and manufacturers' instructions in relation to conducting tests</p> <p>4.4 outline the salon rules of confidentiality</p> <p>4.5 state the salon's policy for referring clients to other salons</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand services, products and pricing	<p>5.1 list the products and services available in the salon, including their duration</p> <p>5.2 outline the salon's pricing structure and payment policies, eg requirements for deposits</p> <p>5.3 describe how to calculate the likely charge for services</p> <p>5.4 state the services for which clients would need to be given special advice prior to visiting the salon and the type of advice to give (ie whether the service could affect their comfort, any special clothing requirements, the need for any tests, any special preparation activities)</p> <p>5.5 explain the reasons why special advice is necessary for certain services (eg could be uncomfortable, very lengthy to perform)</p> <p>5.6 outline current trends and looks</p>			
6 Understand hair growth	<p>6.1 outline the basic structure of hair and skin</p> <p>6.2 explain the growth cycle of hair</p> <p>6.3 describe the characteristics of different hair types and textures</p> <p>6.4 identify the general factors that contribute to healthy hair (eg health, environment, chemicals)</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand how to perform hair, skin and scalp analysis</p>	<p>7.1 explain why it is important to identify factors that may limit or affect services and products which can be used</p> <p>7.2 describe how the following factors limit or affect the services and products that can be offered to clients:</p> <ul style="list-style-type: none"> - lifestyle - adverse hair, skin and scalp conditions - incompatibility of previous services and products used <p>7.3 explain how to visually recognise indications of ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice</p> <p>7.4 outline the likely causes of various adverse hair, skin and scalp conditions (ie ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice)</p> <p>7.5 identify which hair, scalp conditions and disorders should be referred to a pharmacist, general practitioner or registered trichologist and why</p> <p>7.6 explain the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.7 state the importance of carrying out tests and the potential consequences of failing to do so</p> <p>7.8 outline how and when tests are carried out on hair and skin</p>			
<p>8 Understand how to communicate and provide aftercare advice</p>	<p>8.1 explain the importance of effective communication</p> <p>8.2 outline the importance of client confidentiality and what might happen if this is not maintained</p> <p>8.3 explain the importance of making openings in conversations to encourage clients to speak</p> <p>8.4 state the importance of confirming own understanding of what the client has said</p> <p>8.5 explain suitable conditioning treatments and the importance of regular conditioning</p> <p>8.6 list the products to use for aftercare and those to avoid and why</p> <p>8.7 state how to protect hair from the effects of humidity (eg environmental, sports related, steamy conditions)</p> <p>8.8 explain how lifestyle can influence the client's choice of style (eg active sports, career and job requirements)</p> <p>8.9 explain how the use of excessive heat can damage the hair</p> <p>8.10 explain how to maintain different styles</p>			

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

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

Unit 4: Creatively Cut Hair Using a Combination of Techniques

Unit code:	GH16
Unit reference number:	H/600/1218
QCF level:	3
Credit value:	8
Guided learning hours:	67

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about the use of advanced cutting skills to create a personalised and individual restyled look for women in a way that enhances their personal image.

Assessment requirements/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 creatively cutting women's hair using a combination of techniques.
- 3 The assessor will observe the learner's performance on at least six occasions. Each observation must be of a different creative restyle cut, one of which must include a precision cut.
- 4 The learner must show that they have:
 - used all the tools and equipment:*
 - a scissors
 - b clippers
 - c razors - taken into account all the factors:
 - a head, face and body shape
 - b hair growth patterns
 - c hair density
 - d hair length
 - e hair texture

- f hair elasticity
- g client requirements
- h client lifestyle
- hair is:
 - a wet
 - b dry
 - c curly
 - d straight
- used seven out of the 10 cutting techniques and effects:**
 - a graduating
 - b layering
 - c tapering
 - d club cutting
 - e scissors over comb
 - f clipper over comb
 - g thinning
 - h freehand
 - i texturising
 - j disconnecting
- used creative finishing techniques when styling hair and applying products:
 - a styling
 - b product application
- given all the advice:
 - a suitable products and their use
 - b how to maintain the look
 - c the time interval between cuts.

*Use of clipper attachments is not allowed at Level 3.

**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 learner's performance will be gathered from the observations made by the assessor but they may be required to produce other evidence to support their performance if the assessor has not been present.
- 6 No mandatory written question is 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 maintain effective and safe working methods when cutting hair</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 use personal protective equipment when required</p> <p>1.3 remove hair cuttings from the client's skin throughout the service</p> <p>1.4 clean and tidy the work area throughout the service</p> <p>1.5 position client and adopt postures that minimise fatigue, discomfort and injury risk</p> <p>1.6 use working methods that: minimise the wastage of products; minimise the risk of damage to tools and equipment; minimise the risk of cross-infection; make effective use of the working time; ensure the use of clean resources; minimise the risk of harm or injury to self and clients</p> <p>1.7 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to their clients and colleagues</p> <p>1.8 use tools that are safe and fit for purpose</p> <p>1.9 identify factors that may influence the service prior to cutting</p> <p>1.10 dispose of used sharps according to legal and salon requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.11 complete the cutting service in a commercially viable time</p> <p>1.12 remove waste immediately at the end of the cutting service</p>			
<p>2 Be able to creatively restyle women's hair</p>	<p>2.1 present visual aids to explore a variety of looks with the client</p> <p>2.2 evaluate the client's hair and its potential to achieve the desired look</p> <p>2.3 recommend a look that is suitable for the client</p> <p>2.4 confirm the agreed look with the client at consultation prior to commencing the cut</p> <p>2.5 prepare the clients hair prior to cutting</p> <p>2.6 use cutting techniques, following established cutting guidelines, to achieve the desired look</p> <p>2.7 combine and adapt personalised cutting techniques to achieve the desired look, taking account of influencing factors</p> <p>2.8 adapt own and client's position to ensure accuracy of the cut</p> <p>2.9 cross-check the cut to ensure distribution of weight, balance and shape</p> <p>2.10 create defined outline shapes, removing unwanted hair outside the desired outline shape</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.11 consult with the client throughout the cutting service to confirm the desired look</p> <p>2.12 resolve problems during the cutting service</p> <p>2.13 perform a final visual check of the hair to ensure the finished cut is accurate</p> <p>2.14 use creative finishing techniques that complement the cut</p> <p>2.15 check that the finished look complements the client's features and personal image and enhances the image of the salon</p> <p>2.16 confirm the client's satisfaction with the finished cutting service</p> <p>2.17 provide the client with suitable aftercare advice</p>			
3 Understand salon and legal requirements	<p>3.1 explain the salon's requirements for client preparation</p> <p>3.2 summarise the salon's expected service times, standards of service and image for cutting hair to shape</p> <p>3.3 explain the salon's and legal requirements for disposal of sharps and waste materials</p> <p>3.4 explain personal responsibilities under current Electricity at Work Regulations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand the importance of working safely, effectively and hygienically when setting and dressing hair</p>	<p>4.1 justify the types of personal protective equipment available for clients and themselves</p> <p>4.2 explain why it is important to protect clients from hair cuttings</p> <p>4.3 explain how own and client positioning can affect the desired outcome and reduce fatigue and injury risk</p> <p>4.4 justify why it is important to position cutting tools and equipment for ease of use</p> <p>4.5 explain the safety considerations which must be taken into account when cutting hair</p> <p>4.6 justify why it is important to keep the work area clean and tidy</p> <p>4.7 justify why it is important to avoid cross-infection and infestation</p> <p>4.8 critically compare safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p> <p>4.9 justify the importance of personal hygiene</p> <p>4.10 explain the correct use and maintenance of cutting tools</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand hair growth factors	5.1 explain the factors that must be taken into consideration before and during the cutting of wet and dry hair 5.2 explain the average rate of hair growth 5.3 explain the potential risk of in-growing hair resulting from the continual close cutting of curly hair			
6 Understand the use of products	6.1 explain why hair products should be removed from the hair prior to cutting 6.2 critically compare the types of products available for finishing women's hair			
7 Understand cutting techniques, looks and problems	7.1 summarise women's classic and current fashion hair shapes and how to create them 7.2 review the different sources of creative information and inspiration 7.3 explain the factors that can affect the way the hair is cut 7.4 explain how and why to use different cutting techniques on women's hair 7.5 clarify which tools can be used on wet and dry hair, and both 7.6 explain how to establish and follow guidelines and its importance 7.7 explain how to personalise and adapt cutting techniques			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand how to communicate and provide aftercare advice for clients	<p>7.8 compare the effects that can be created by combining and adapting different cutting techniques</p> <p>7.9 clarify how to crosscheck and balance the cut and its importance</p> <p>7.10 justify the importance of considering weight distribution and working with the natural growth patterns of the hair</p> <p>7.11 justify the importance of applying the correct degree of tension to the hair when cutting</p> <p>7.12 justify the importance of keeping the hair damp throughout the wet cutting process</p> <p>7.13 summarise types of problems when cutting women's hair and ways to resolve them</p>			
8 Understand how to communicate and provide aftercare advice for clients	<p>8.1 justify the importance of consulting with clients throughout the cutting process</p> <p>8.2 explain how to present information, advice and recommendations to the client</p> <p>8.3 justify the recommended time interval between cuts</p> <p>8.4 explain how to use tools and equipment to maintain the look</p> <p>8.5 clarify the beneficial products for the client's home use</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 5: Design and Create a Range of Facial Hair Shapes

Unit code:	GB7
Unit reference number:	K/600/1222
QCF level:	3
Credit value:	4
Guided learning hours:	27

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about redesigning and cutting beards and moustaches. The ability to create moustache only shapes, full and partial beard and moustache shapes using a variety of cutting techniques is required to achieve this unit.

Assessment requirements/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 cutting facial hair.
- 3 The assessor will observe the learner's performance on at least four occasions which must include one moustache only shape and any three beards with moustaches.
- 4 The learner must show that they have:
 - used all the tools and equipment*:
 - a scissors
 - b clippers
 - taken into account all the factors:
 - a head and face shape:
 - b hair growth patterns
 - c hair style
 - d adverse skin conditions
 - e hair density
 - f facial piercing

- g facial contours
 - h clients' wishes
 - i lifestyle
 - achieved all the looks:
 - a moustache only
 - b partial beard and moustache
 - c full beard and moustache
 - used all the cutting techniques:
 - a scissors over comb
 - b clipper over comb
 - c freehand
 - given all the advice:
 - a time between cuts
 - b maintenance of beard shape
 - c suitable home care products and equipment
 - d potential for style change.
- 5 It is most likely evidence of the learner's performance will be gathered from the observations made by the assessor but may be required to produce other evidence to support their performance if the assessor has not been present.
- *NOTE: Use of clipper attachments is not allowed at Level 3.
- 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 maintain effective and safe working methods when cutting facial hair</p>	<p>1.1 ensure the client's clothing, eyes, face and neck are protected and free of excess hair cuttings throughout the service</p> <p>1.2 position the client to meet the needs of the service without causing discomfort</p> <p>1.3 clean and tidy the work area 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 - make effective use of the working time - ensure the use of clean resources - minimise the risk of harm or injury to themselves and others - minimise the risk of fatigue <p>1.5 remove waste at the end of the cutting service</p> <p>1.6 maintain personal standards of health and hygiene that minimise the risk of cross-infection, infestation and offence to clients and colleagues</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 identify factors likely to influence the service prior to cutting</p> <p>1.8 complete the cutting service within a commercially viable time</p> <p>1.9 use questioning techniques to gather information on beard cutting problems and the expected result</p>			
<p>2 Be able to create a range of facial hair shapes</p>	<p>2.1 present a variety of facial hair shapes with the client using relevant visual aids</p> <p>2.2 evaluate the client's facial hair, head and face shape and the potential for a new look</p> <p>2.3 recommend a new look that is suitable for the client's head and face shape</p> <p>2.4 prepare the client's facial hair prior to cutting</p> <p>2.5 confirm the satisfaction of the client on the agreed new look at consultation, during and on completion of the service</p> <p>2.6 use cutting techniques and established cutting guideline(s) to achieve the required new look, taking account of influencing factors</p> <p>2.7 achieve a finished look that has accurate distribution of weight, balance and shape</p> <p>2.8 position themselves to help ensure the accuracy of the cut</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the salon and legal requirements	2.9 resolve problems that arise during the cutting service 2.10 remove unwanted hair outside the finished outline shape 2.11 perform a visual check to ensure the accuracy of the final cut and outline 2.12 provide the client with suitable aftercare advice 3.1 describe the salon's requirements for client preparation 3.2 describe the salon's expected service times for cutting facial hair to shape 3.3 describe the salon's and legal requirements for disposal of waste materials 3.4 state personal responsibilities under the current Electricity at Work Regulations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand the importance of working safely, effectively and hygienically when cutting facial hair</p>	<p>4.1 summarise the types of protective clothing that should be available for clients and themselves</p> <p>4.2 explain why it is important to protect clients from hair clippings</p> <p>4.3 explain how own and client positioning can affect the desired outcome and reduce fatigue and injury risk</p> <p>4.4 justify the importance of using the correct type of barber's chair</p> <p>4.5 summarise the safety considerations which must be taken into account when cutting facial hair</p> <p>4.6 explain why it is important to keep the work area clean and tidy</p> <p>4.7 explain why it is important to check for infestation and avoid cross-infection</p> <p>4.8 critically compare safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p> <p>4.9 justify the importance of personal hygiene</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the use of tools and equipment	5.1 explain why it is important to position the tools and equipment for ease of use 5.2 critically compare methods of cleaning and maintaining tools and equipment 5.3 explain safe and effective use of tools and equipment including how to level and test clippers 5.4 classify the size and effects of available clipper blades			
6 Understand hair and skin factors that affect the service	6.1 explain the factors that must be taken into consideration prior to cutting facial hair 6.2 explain the average rate of hair growth 6.3 clarify the potential risk of in-growing hair resulting from continual cutting of curly hair 6.4 explain how facial hair and skin should be prepared prior to cutting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand looks and cutting techniques</p>	<p>7.1 explain factors that can influence the way the facial hair is cut and shaped</p> <p>7.2 explain how to match beard shapes and styles to facial characteristics</p> <p>7.3 compare traditional and current facial hair shapes</p> <p>7.4 differentiate between the use of freehand, scissors over comb, and clipper over comb cutting techniques</p> <p>7.5 explain how to establish and follow guidelines for a new look and its reasons</p> <p>7.6 explain how to personalise cutting techniques</p> <p>7.7 explain how to crosscheck and balance the cut and its importance</p> <p>7.8 justify the importance of considering weight distribution and working with the natural growth patterns of facial hair</p> <p>7.9 summarise types of problems that can occur when cutting facial hair and how they can be resolved</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand how to communicate and provide aftercare advice to clients</p>	<p>8.1 explain the importance of consulting with clients throughout the cutting process</p> <p>8.2 explain how to hold a discussion with a client and assist the client to reach an informed decision on a new look</p> <p>8.3 explain how to clearly present information, advice and recommendations on looks to clients</p> <p>8.4 clarify the meaning of avant-garde</p> <p>8.5 justify the recommended time interval between cuts</p> <p>8.6 explain how lifestyle can influence the choice of facial hair shape</p> <p>8.7 explain the personal factors which could affect the client's potential for style change</p> <p>8.8 clarify beneficial and unsuitable products and equipment for the client's home use</p>			

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

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Unit 6: Creatively Cut Hair Using a Combination of Barbering Techniques

Unit code:	GB8
Unit reference number:	A/600/1046
QCF level:	3
Credit value:	5
Guided learning hours:	48

Unit summary

This is a job-ready unit which is competency based. This unit is about the use of advanced cutting skills to create a personalised and individual restyle look for men that enhances their personal image.

Assessment requirements/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 creatively cutting hair using a combination of barbering techniques.
- 3 The assessor will observe the learner's performance on at least six occasions. Each observation must be of a different creative restyle cut.
- 4 The learner must show that they have:
 - used all the tools and equipment*:
 - a scissors
 - b clippers
 - c razors
 - taken into account all the factors:
 - a head and face shape
 - b hair growth patterns
 - c hair density
 - d hair length
 - e hair texture

- f hair elasticity
- g presence of male pattern baldness
- h presence of added hair
- i client's lifestyle
- j client requirements
- used nine out of the 12** cutting techniques and effects:
 - a club cutting
 - b scissor over comb
 - c clipper over comb
 - d thinning
 - e texturising
 - f freehand
 - g razor cutting
 - h tapering
 - i graduating
 - j layering
 - k fading
 - l disconnecting
- created all the neckline shapes:
 - a tapered
 - b squared
 - c rounded
- used creative finishing techniques when styling hair and applying products:
 - a styling
 - b product application
- given all the advice:
 - a suitable products and their use
 - b how to maintain the look
 - c the time interval between cuts.

**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 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.

*NOTE: Use of clipper attachments is not allowed at Level 3.

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 maintain safe and effective methods of working when cutting hair</p>	<p>1.1 make sure the client's clothing is protected and the client's skin is kept free of excess hair cuttings throughout the service</p> <p>1.2 keep the work area clean and tidy throughout the service</p> <p>1.3 remove waste immediately at the end of the cutting 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 - make effective use of the working time - ensure the use of clean resources - minimise the risk of 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 identify factors that may influence the service prior to cutting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 make sure that used sharps are disposed of to meet legal and salon requirements</p> <p>1.8 complete cutting service within a commercially viable time</p>			
<p>2 Be able to combine and adapt techniques to create a variety of looks</p>	<p>2.1 explore a variety of looks with the client and recommend a look based on the client's hair and its potential to achieve the look</p> <p>2.2 prepare the client's hair prior to cutting</p> <p>2.3 consult with the client to confirm their satisfaction on the agreed look before commencing, throughout the cut and on completion of the finished look</p> <p>2.4 establish and follow cutting guideline(s) to achieve the required look</p> <p>2.5 personalise, combine and adapt cutting techniques and effects to take account of influencing factors and to achieve the desired look</p> <p>2.6 position themselves and the client to help ensure the accuracy of the cut</p> <p>2.7 use cross checking techniques to ensure accurate distribution of weight, balance and shape</p> <p>2.8 create outline shapes that are accurate, clearly defined and achieve the look required by the client</p> <p>2.9 create neckline shapes which are accurate and take account of the natural hair line</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.10 balance and shape sideburns to meet the client's requirements</p> <p>2.11 remove any unwanted hair outside the desired outline shape</p> <p>2.12 resolve any problems arising during the cutting service</p> <p>2.13 use creative finishing techniques that complement the cut</p> <p>2.14 evaluate the finished cut to ensure the cut and outlines are accurate and the finished look complements the client's features</p> <p>2.15 give the client suitable aftercare advice on the maintenance of their look</p>			
<p>3 Understand salon and legal requirements</p>	<p>3.1 explain the salon's requirements for client preparation</p> <p>3.2 justify the salon's expected service times for cutting hair to shape</p> <p>3.3 explain the salon's and legal requirements for disposal of sharps and waste materials</p> <p>3.4 explain own responsibilities under the current Electricity at Work Regulations</p> <p>3.5 explain any limitations placed on the use of fixed blade razors by local bye-laws and legislation</p> <p>3.6 summarise the salon's image and state the expected standards of service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to work safely, effectively and hygienically when cutting hair</p>	<p>4.1 list the protective equipment that should be available and why it is important to use it</p> <p>4.2 explain why it is important to protect clients from hair cuttings</p> <p>4.3 explain 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 explain the safety considerations which must be taken into account when cutting hair</p> <p>4.5 explain why it is important to check for infestation and avoid cross-infection</p> <p>4.6 explain why it is important to keep the work area clean and tidy</p> <p>4.7 explain methods of cleaning, disinfecting and sterilisation used in salons</p> <p>4.8 summarise methods of working safely and hygienically which minimise the risk of cross-infection and cross-infestation</p> <p>4.9 explain the correct use and maintenance of cutting tools</p> <p>4.10 explain why it is important to position cutting tools for ease of use</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.11 explain the importance of maintaining personal hygiene</p> <p>4.12 explain the importance of using products economically</p>			
5 Understand hair and skin factors that affect the service	<p>5.1 explain the factors that must be taken into consideration prior to and during cutting (eg hair and scalp disorders, presence of male pattern baldness, etc)</p> <p>5.2 explain the average rate of hair growth</p> <p>5.3 explain the potential risk of ingrowing hair resulting from the continual close cutting of curly hair</p> <p>5.4 explain the known causes and typical patterns of male pattern baldness</p>			
6 Understand cutting techniques, products and looks	<p>6.1 explain the different factors that can affect the way the hair is cut</p> <p>6.2 explain why hair products should be removed from the hair prior to cutting</p> <p>6.3 describe the types of products available for finishing men's hair</p> <p>6.4 describe traditional and current men's hair shapes</p> <p>6.5 explain how and when to use club cutting, scissor over comb, clipper over comb, thinning, texturising, freehand, razor cutting, tapering, graduating, layering, fading and disconnecting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.6 explain which tools can be used on either wet or dry hair or both</p> <p>6.7 explain how to create and follow guidelines and the reasons for establishing and following guidelines</p> <p>6.8 explain the importance of cutting to the natural hairline in barbering and the circumstances in which the natural hairline might be cut into</p> <p>6.9 explain how to personalise and adapt cutting techniques and the effects that can be created by combining and adapting different techniques</p> <p>6.10 explain how to crosscheck and balance the cut and the importance of crosschecking</p> <p>6.11 describe how to blend the client's own hair and added hair effectively</p> <p>6.12 explain the importance of considering weight distribution and working with the natural growth patterns of the hair</p> <p>6.13 explain the importance of applying the correct degree of tension to the hair when cutting</p> <p>6.14 explain the importance of keeping the hair damp when wet cutting</p> <p>6.15 identify the types of problems that can arise when cutting men's hair and ways in which they can be remedied</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand how to communicate and provide aftercare advice to clients	<p>7.1 explain the importance of consulting with clients throughout the cutting process</p> <p>7.2 explain how to hold a discussion with a client and assist the client to come to an informed decision on a new look</p> <p>7.3 explain how to present information and give advice and recommendations on looks clearly to clients</p> <p>7.4 identify the recommended time interval between services</p> <p>7.5 explain how to use tools and styling products to maintain the look</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Provide Consultation Services for African Type Hair

Unit code:	G16
Unit reference number:	H/600/1087
QCF level:	3
Credit value:	3
Guided learning hours:	22

Unit summary

This is a job-ready unit which is competency based. This unit is about providing a comprehensive consultation and advisory service to clients, including explaining the long-term implications of hairdressing services. Also included is providing support to colleagues when they are faced with analysis problems. The ability to advise on alternative courses of action, especially referral to other specialists, is also required.

Assessment requirements/evidence requirements

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

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learners must practically demonstrate in their everyday work that they have met the standard for providing consultation services for African hair types.
- 3 The assessor will observe these aspects of the learner's performance on at least three occasions. These will cover consultations for three different technical units.
- 4 The learner must show they have:
 - used all the means of identification listed:
 - a questioning
 - b observation
 - c testing
 - considered all the factors limiting or affecting services:
 - a adverse hair, skin and scalp conditions
 - b incompatibility of previous services and products used
 - c client's lifestyle

- Courses of action are:
 - a referral to pharmacist
 - b referral to general practitioner
 - c referral to registered trichologist
 - d referral to another salon in line with the salon's procedure
- advised clients of all the factors that will impact on hairdressing services:
 - a cost of maintenance
 - b client time commitment required
 - c limitations to other services
 - d changes to their existing hair care regime

NB When performance evidence is not available for the following course of a actions:

- referral to Pharmacist
 - referral to General Practitioner
 - referral to Registered Trichologist
 - referral to another Salon in line with their Salon's procedure, these may be covered by knowledge evidence.
- 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 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
1 Be able to identify clients' needs and wishes	<p>1.1 question the client to identify their needs</p> <p>1.2 encourage the client to express their wishes, views and ask about areas they are unsure of</p> <p>1.3 allow the client sufficient time to express wishes and views</p> <p>1.4 use visual aids to present clients with suitable ideas to help clients reach a decision</p> <p>1.5 confirm own understanding of the client's wishes before making any service recommendations</p>			
2 Be able to analyse the hair, skin and scalp and make recommendations to clients	<p>2.1 conduct visual checks and any necessary tests on the hair, skin and scalp to meet specified procedures</p> <p>2.2 identify factors that limit or affect services and the choice of products</p> <p>2.3 deal promptly and effectively with analysis problems</p> <p>2.4 make recommendations based on the outcomes of analysis of the client's hair and that take into account the potential of the client's hair</p> <p>2.5 communicate with the client in a manner that maintains goodwill, trust and confidentiality</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Advise clients on hair maintenance and management and agree services</p>	<p>3.1 identify the client's current hair care regime and explain the impact it has on future hairdressing services</p> <p>3.2 give the client clear and accurate advice on ways of improving their current hair care regime and explain the implications of agreed hairdressing services</p> <p>3.3 check that the client has understood the advice prior to proceeding with any service</p> <p>3.4 agree services, products, outcomes and likely costs that are acceptable to the client and meet the client's needs</p> <p>3.5 make suitable appointments for agreed services and ensure client records are up to date, accurate, easy to read and complete</p>			
<p>4 Understand salon and legal requirements</p>	<p>4.1 outline own responsibilities under the Data Protection legislation</p> <p>4.2 explain the legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services</p> <p>4.3 state salon procedures and manufacturers' instructions in relation to conducting tests</p> <p>4.4 outline the salon rules of confidentiality</p> <p>4.5 state the salon's policy for referring clients to other salons</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand services, products and pricing</p>	<p>5.1 list the products and services available in the salon, including their duration</p> <p>5.2 outline the salon's pricing structure and payment policies eg requirements for deposits</p> <p>5.3 describe how to calculate the likely charge for services</p> <p>5.4 explain the importance of establishing the client's expectations</p> <p>5.5 state the services for which clients would need to be given special advice prior to visiting the salon and the type of advice to give (ie whether the service could affect their comfort, any special clothing requirements, the need for any tests, any special preparation activities)</p> <p>5.6 explain the reasons why special advice is necessary for certain services (eg could be uncomfortable, very lengthy to perform)</p> <p>5.7 outline current trends and looks</p> <p>5.8 explain how an individual service can limit or prohibit other services</p> <p>5.9 explain the importance of recording the advice given to clients</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand hair growth and characteristics	<p>6.1 outline the basic structure of hair and skin</p> <p>6.2 explain the growth cycle of hair</p> <p>6.3 describe the characteristics of different types of African hair and textures and how this impacts on service delivery and processes</p> <p>6.4 identify the general factors that contribute to healthy hair (eg health, environment, chemicals)</p>			
7 Understand how to perform hair, skin and scalp analysis	<p>7.1 explain why it is important to identify factors that may limit or affect services and products which can be used</p> <p>7.2 describe how the following factors limit or affect the services and products that can be offered to clients:</p> <ul style="list-style-type: none"> - lifestyle - adverse hair, skin and scalp conditions - incompatibility of previous services and products used <p>7.3 explain how to visually recognise indications of ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, keloids, ingrowing hair and head lice</p> <p>7.4 outline the likely causes of various adverse hair, skin and scalp conditions (ie ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice)</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand how to communicate and provide aftercare advice	<p>7.5 identify which hair, scalp conditions and disorders should be referred to a pharmacist, general practitioner or registered trichologist and why</p> <p>7.6 explain the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist</p> <p>7.7 state the importance of carrying out tests and the potential consequences of failing to do so</p> <p>7.8 outline how and when tests are carried out on hair and skin</p>			
	<p>8.1 explain the importance of effective communication</p> <p>8.2 explain how to communicate effectively with clients</p> <p>8.3 outline the importance of confidentiality and what might happen if this is not maintained</p> <p>8.4 explain the importance of making openings in conversations to encourage clients to speak</p> <p>8.5 state the importance of confirming own understanding of what the client has said</p> <p>8.6 explain how to use combs and brushes and correctly comb hair from point to root</p> <p>8.7 describe how often to shampoo and cleanse the hair according to hairstyle, hair and scalp condition, and lifestyle</p> <p>8.8 explain suitable conditioning treatments and the importance of regular conditioning</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.9 list the products to use for after care and those to avoid and why</p> <p>8.10 state how to protect the hair whilst sleeping and why</p> <p>8.11 state how to protect hair from the effects of humidity (eg environmental, sports related, steamy conditions)</p> <p>8.12 identify how lifestyle can influence the client's choice of style (eg active sports, career and job requirements)</p> <p>8.13 explain how the repeated use of products can damage the hair and affect future professional services</p> <p>8.14 explain how hair texture affects the styling possibilities</p> <p>8.15 explain how transition can affect what hairdressing services are possible</p> <p>8.16 explain how continual use of heat can damage the hair</p> <p>8.17 explain how to maintain and take down different styles</p>			

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

Unit 8: Provide a Variety of Relaxing Services

Unit code:	AH26
Unit reference number:	H/600/1252
QCF level:	3
Credit value:	7
Guided learning hours:	55

Unit summary

This is a job-ready unit which is competency based. This unit is about providing specialist relaxing services. The ability to analyse relaxing issues, deal with chemically treated hair, sensitised hair and plan and agree a course of action is required in this unit. Treatment may need to span a period of time and a number of appointments.

Assessment requirements/evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies for African Type Hair August 2007:

- 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 a variety of relaxing services.
- 3 The assessor will observe these aspects of the learner's performance on at least four occasions for relaxing processes.
- 4 The learner must show that they have:
 - used all the types of products listed:
 - a scalp protectors
 - b sodium relaxer
 - c non-sodium relaxer
 - d pre-relaxing treatments
 - e post-relaxing treatments
 - f normalising shampoo
 - used two out of the four* tools listed:
 - a tail combs
 - b wide tooth combs

- c hands
- d tint brushes
- covered all the analysis areas listed:
 - a the scalp condition
 - b hair texture
 - c density
 - d scalp sensitivity
 - e scalp disorders
 - f identification of chemically treated hair
 - g degree of relaxation required
 - h target area to be relaxed
 - i varying degree of elasticity
 - j varying degree of porosity
- provided four out of the six* relaxing services listed:
 - a correction of under processing
 - b partial relaxing
 - c relaxing varying texture on the same head
 - d relaxing coloured hair
 - e relaxing permed hair
 - f relaxing sensitised hair
- questioned clients on all the areas on contra-indication listed:
 - a skin sensitivities
 - b history of previous allergic reaction to relaxing products
 - c other known allergies
 - d skin disorders
 - e incompatible products
 - f medical history
 - g time interval from last colour, perm or relaxer
 - h recent removal of hair extensions
 - i recent removal of plaits without added hair
- carried out all the tests listed:
 - a elasticity
 - b porosity
 - c incompatibility
 - d strand
 - e sensitivity

- considered all the factors listed:
 - a temperature
 - b time
 - c hair condition
 - d sequence of application
 - e white hair
 - f length of re-growth
 - g degree of product build-up
 - h need to cut hair prior to relaxing
 - i existence of permanent colour
 - j existence of pre-lightened hair
 - k client service history
- given all the types of advice listed:
 - a time intervals between relaxing services
 - b relaxed hair maintenance
 - c use of suitable conditioning products
 - d use of suitable styling products
 - e time intervals for professional conditioning treatments.

* 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 learner performance will be gathered from observations made by the assessor but they 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 for African Type Hair.

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 methods of working when providing a variety of relaxing services</p>	<p>1.1 protect the client's clothing effectively throughout the service and position the client to meet the needs of the service without causing them discomfort</p> <p>1.2 wear personal protective equipment when using relaxing chemicals</p> <p>1.3 keep work area clean and tidy throughout the service and remove waste during the relaxing service</p> <p>1.4 use safe working methods that:</p> <ul style="list-style-type: none"> - make effective use of resources - minimise harm or injury to themselves and others <p>1.5 make sure that own standards of health and hygiene minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.6 use tools that are safe and fit for purpose</p> <p>1.7 take action to ensure the necessary products are available in time for the service</p> <p>1.8 give clear and accurate instructions to anyone assisting them with the service, when necessary</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 complete the service within a commercially viable time</p> <p>1.10 complete client records so that they are accurate, easy to read and up to date.</p>			
<p>2 Be able to analyse the hair and prepare for relaxing</p>	<p>2.1 use analysis techniques to establish the nature and extent of the relaxing service required by the client</p> <p>2.2 identify from the client's previous records, when available, their hair history and how this may affect the relaxing service</p> <p>2.3 identify if the client has any contra-indications to relaxing services and take a suitable course of action if there are doubts as to the suitability of the relaxing service for the client</p> <p>2.4 gather information on the client's relaxing problems and the result they would like to see and record their responses to questioning</p> <p>2.5 conduct a range of tests on the client's hair and skin following manufacturers' instructions and recognised industry procedures</p> <p>2.6 identify the available service options and products for resolving the client's relaxing issues based on the results of tests</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to plan and agree a course of action</p>	<p>3.1 present options for a course of action in a way the client will understand</p> <p>3.2 recommend a course of action based on the results of own analysis</p> <p>3.3 explain the likelihood of achieving and maintaining the required degree of straightness to the client</p> <p>3.4 explain any restrictions their recommendations may place on further hairdressing services</p> <p>3.5 inform the client of the likely cost, duration and expected outcome of the service</p> <p>3.6 gain and record the client's agreement to the service, products and anticipated outcome</p> <p>3.7 choose products and tools based on the results of own analysis, tests, consultation with the client and relevant factors influencing the service</p> <p>3.8 prepare products following manufacturers' instructions</p> <p>3.9 protect the hairline and scalp prior to relaxing</p> <p>3.10 apply a pre-relaxing treatment from root to end to even out hair porosity or protect previously chemically treated hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to provide relaxing services</p>	<p>4.1 prepare the client's hair for the</p> <ul style="list-style-type: none"> - products to be used - relaxing service required - method of application - manufacturer's instructions <p>4.2 select and use relaxing products following the manufacturer's instructions to meet the required result</p> <p>4.3 carry out relaxing taking account of factors likely to influence the service</p> <p>4.4 use application techniques that minimise the risk of relaxer being spread to the client's skin, clothes and surrounding areas</p> <p>4.5 monitor the development of the product, taking strand tests, as required, and remove the product at the right time and prior to the next stage of the service</p> <p>4.6 modify and adapt planned course of action to resolve any unforeseen problems</p> <p>4.7 adapt the water temperature, pressure and direction to protect the hair condition and remove products without disturbing hair which is still developing following manufacturer's instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand salon and legal requirements</p>	<p>4.8 check the client is comfortable throughout the service and give reassurance, if necessary</p> <p>4.9 use a post-conditioning treatment suitable for the type of relaxer used</p> <p>4.10 achieve a degree of straightness anticipated and confirm the client's satisfaction with the end result</p> <p>4.11 give advice and recommendations on the maintenance of their relaxed hair</p> <p>5.1 explain own salon's requirements for client preparation and expected service times for relaxing services</p> <p>5.2 explain how to complete client records and own responsibilities under current Data Protection legislation</p> <p>5.3 explain their salon's and legal requirements for disposal of waste materials and own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of products used for relaxing</p> <p>5.4 explain own responsibilities under the current Electricity at Work Regulations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to work safely, effectively and hygienically when providing relaxing services</p>	<p>6.1 explain the types of protective clothing, equipment and products that should be available for self and clients and why it is important to use them</p> <p>6.2 describe how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury and why it is important to position tools for ease of use</p> <p>6.3 explain the safety considerations that must be taken into account when relaxing hair and why it is important to check electrical equipment</p> <p>6.4 summarise methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation and why it is important to keep the work area clean and tidy</p> <p>6.5 explain the importance of personal hygiene</p> <p>6.6 explain methods of sterilisation used in hairdressing salons</p> <p>6.7 explain the importance of questioning clients to establish any contra-indications to the relaxing service and why it is important to record client responses</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the analysis and testing for relaxing services	<p>7.1 explain what hair and scalp analysis should cover</p> <p>7.2 explain the importance of conducting a thorough analysis</p> <p>7.3 explain the types and purposes of available tests, when and how tests should be carried out and the expected results</p> <p>7.4 explain how the results of tests can influence the relaxing service and the potential consequences of failing to test</p> <p>7.5 summarise the courses of action to take in the event of adverse reactions to tests and the contra-indications</p> <p>7.6 explain why it is important to record test results</p>			
8 Understand hair relaxing science	<p>8.1 explain the impact of the chemical ingredients within relaxing products on the internal structure of the hair</p> <p>8.2 explain how the active ingredients within pre and post treatments affect the structure of the hair</p> <p>8.3 explain how neutralising shampoos work and their effect on the hair structure</p> <p>8.4 explain the pH value of relaxing products and the importance and effects of restoring the hair's pH balance after the relaxing process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Understand hair relaxing products, tools and their use	<p>8.5 compare the difference between sodium and non-sodium relaxing products and explain the factors that should be considered when selecting sodium or non-sodium relaxing products</p> <p>8.6 explain how lithium, calcium and guanidine behave to change the hair structure</p> <p>8.7 explain why accurate timing and thorough rinsing of products is necessary</p> <p>8.8 explain how and why contra-indications can affect the delivery of the relaxing service to clients</p> <p>8.9 explain the implications of using a hydroxide based product on ammonium thioglycolate treated hair</p> <p>8.10 describe how to recognise Trichorrhexis Nodosa and how to deal with this condition</p>			
	<p>9.1 explain the factors that should be considered when selecting sodium or non-sodium relaxing products</p> <p>9.2 summarise the different types and uses of available pre and post-relaxing treatments and how and when to use them</p> <p>9.3 explain the importance of following manufacturers' instructions when using relaxing products and why it is important to use products from the same system</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>9.4 explain why different applicators are used for relaxing problems and their effect on the hair and scalp</p> <p>9.5 explain why it is important to use scalp protectors</p> <p>9.6 explain the importance of using products economically</p>			
<p>10 Understand relaxing techniques and issues</p>	<p>10.1 explain how to identify the difference between hair porosity and natural keratinisation</p> <p>10.2 explain the percentage of the hair length that is acceptable to leave when transferring from an ammonium thioglycolate based product to a hydroxide based product</p> <p>10.3 explain the causes of mid-length, end and root under-processing and how to correct them</p> <p>10.4 summarise the consequences of under-processing and over-processing the hair</p> <p>10.5 explain when corrective relaxing treatments should not be used</p> <p>10.6 explain the potential consequences of using relaxing products on colour treated hair and white hair and how to deal with them</p> <p>10.7 explain the sequence of product application necessary to correct the relaxing services and why this is important</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
11 Understand what information to give to clients on hair maintenance and management	<p>10.8 explain the method of checking relaxer development and the importance of accurate timing</p> <p>10.9 explain the importance of a sufficient time lapse between relaxing and a corrective relaxing service</p> <p>10.10 describe the potential discomforts clients may experience during the relaxing process and why it is important to check on their wellbeing</p> <p>10.11 explain how to deal with scalp irritation during and after the relaxing process</p> <p>11.1 explain how often clients should shampoo and condition their hair, recommend suitable conditioning treatments and the importance of regular conditioning</p> <p>11.2 explain which products to use for home care and why and how to protect hair whilst sleeping</p> <p>11.3 summarise how lifestyle can affect the client's maintenance of their relaxed hair</p> <p>11.4 explain how the continual use of heated equipment can damage the hair and why the client needs to have their cut and when</p> <p>11.5 justify recommended time intervals between relaxing and other chemical services</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
12 Understand effective methods of communication	12.1 explain how to give clear instructions to those with less technical knowledge and experience than themselves 12.2 explain how to give effective advice and recommendations to clients			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 9: Creatively Style and Dress African Type Hair

Unit code:	AH31
Unit reference number:	L/600/1083
QCF level:	3
Credit value:	4
Guided learning hours:	25

Unit summary

This is a job-ready unit which is competency based. This unit is about the particular skills involved in dressing hair. The demonstration of a wide range of specific dressing techniques and effects is required. This may include adding hair and ornamentation.

Assessment requirements/evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies for African Type Hair August 2007:

- 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 creatively styling and dressing hair.
- 3 The assessor will observe the learner's performance on at least two occasions. Each occasion must be of a different look. One look must include the use of added hair.
- 4 The learner must show that they have:
 - used all the dressing techniques listed:
 - a rolls
 - b knots
 - c twists
 - d plaits
 - e curls
 - taken into account all the factors listed:
 - a desired look
 - b the occasion for which the style is required
 - c hair growth patterns

- d hair elasticity
 - e head and face shape and features
 - f hair texture
 - g hair length
 - h hair density
- given the advice listed:
- a hair care
 - b products for use at home
 - c maintenance of their style
 - d potential for style change.
- 5 It is likely most evidence of the learner’s performance will be gathered from the observations made by the assessor but they 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 for African Type Hair.

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 maintain safe and effective methods of working when styling and dressing hair</p>	<p>1.1 make sure the client's clothing is effectively protected throughout the service</p> <p>1.2 position themselves and the client to meet the needs of the service without causing discomfort</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 products - minimise the risk of damage to styling tools and equipment - 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 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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 use styling products, methods and equipment identified as a result of the consultation with the client</p> <p>1.7 complete the service within a commercially viable time</p>			
<p>2 Be able to creatively style and dress hair</p>	<p>2.1 consult with the client to confirm their satisfaction on the agreed look before commencing, throughout and on completion of the service</p> <p>2.2 prepare the client's hair in a way which is suitable for the agreed look</p> <p>2.3 incorporate and secure added hair, as required, into the desired look</p> <p>2.4 blend natural and added hair effectively, as required</p> <p>2.5 maintain a suitable and even tension throughout the styling process</p> <p>2.6 personalise, combine and adapt dressing techniques to take account of influencing factors and to achieve the desired look</p> <p>2.7 secure the hair so that any pins, grips or bands are hidden unless part of the style requirements</p> <p>2.8 incorporate and secure ornamentation, as required, into the desired look</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 achieve a finished look that meets the intended shape, direction, balance and volume agreed with the client and which complements the client's features</p> <p>2.10 apply suitable styling and finishing products that complement and enhance the desired look</p> <p>2.11 give the client suitable aftercare advice on the maintenance of the style and hair condition</p>			
<p>3 Understand salon and legal requirements</p>	<p>3.1 explain the salon's requirements for client preparation</p> <p>3.2 state the salon's expected service times for styling and dressing hair locked hair</p> <p>3.3 describe own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of styling and finishing products</p> <p>3.4 outline own responsibilities under the current Electricity at Work Regulations</p> <p>3.5 describe the salon's image and expected standards of service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to work safely, effectively and hygienically when styling</p>	<p>4.1 list the protective equipment that should be available and why it is important to use it</p> <p>4.2 explain how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>4.3 outline the safety considerations which must be taken into account when styling and dressing hair</p> <p>4.4 explain the importance of positioning equipment for ease of use</p> <p>4.5 explain why it is important to keep the work area clean and tidy</p> <p>4.6 describe the methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>4.7 explain the importance of personal hygiene</p> <p>4.8 explain why it is important to check electrical equipment used to aid the styling and dressing process</p> <p>4.9 describe methods of sterilisation used in hairdressing salons</p> <p>4.10 explain the importance of using products economically</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand the hairdressing science for styling and dressing hair</p>	<p>5.1 describe the effects of humidity on hair</p> <p>5.2 explain how the incorrect application of heat can affect the hair and scalp</p> <p>5.3 explain the effects of backcombing and back brushing on the hair structure</p> <p>5.4 explain the potential effects on the hair structure of using different securing materials and devices</p> <p>5.5 explain the potential consequences of excessive tension on the hair and scalp</p> <p>5.6 describe how to identify the first signs of traction alopecia</p>			
<p>6 Understand products and equipment for styling and dressing hair and their use</p>	<p>6.1 outline the products, tools and equipment available for styling and dressing hair and how to use them</p> <p>6.2 explain why specific products and equipment are suitable for use with different hair types and for achieving different effects</p> <p>6.3 describe the types of non-conventional items that may be used for ornamentation when dressing hair</p> <p>6.4 explain the importance of following manufacturers' instructions relating to the use of the styling and finishing products in the salon</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand preparation activities, dressing techniques and methods for styling and dressing hair</p>	<p>7.1 explain the importance of preparing the hair correctly prior to styling and dressing</p> <p>7.2 describe the preparation procedures required for the different dressing techniques</p> <p>7.3 describe how ornamentation and added hair can be used to create and enhance different types of looks</p> <p>7.4 explain the effect different factors can have on the dressing techniques used and the finished look</p> <p>7.5 explain how to use different dressing techniques</p> <p>7.6 describe methods of handling, controlling and securing hair during the dressing process</p> <p>7.7 describe the visual checks needed during the styling and dressing process and why they are important</p> <p>7.8 explain the importance of maintaining correct tension when dressing hair</p>			
<p>8 Understand the information to give to clients on hair maintenance and management</p>	<p>8.1 describe the potential after effects of the service and what to do if they experience discomfort</p> <p>8.2 describe how to use combs and brushes and correctly comb hair from root to point</p> <p>8.3 describe aftercare products to use and those to avoid and why</p> <p>8.4 explain how to protect the hair whilst sleeping and why</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.5 explain how to protect the hair from reversion caused by moisture (eg environmental, sports related, steamy conditions)</p> <p>8.6 explain how to maintain different styles</p> <p>8.7 explain how lifestyle can influence the choice of style (eg active sports, career and job requirements)</p> <p>8.8 explain how the hair texture affects styling possibilities</p> <p>8.9 explain potential after effects of the service and what to do if the client experiences discomfort</p> <p>8.10 describe the advice to give clients for the removal of pins, ornamentation and any added hair</p> <p>8.11 explain how to give effective aftercare advice and recommendations to clients</p>			

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

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

Unit 10: Colour Hair Using a Variety of Techniques

Unit code:	GH17
Unit reference number:	H/600/1042
QCF level:	3
Credit value:	12
Guided learning hours:	95

Unit summary

This is a job-ready unit which is competency based. This unit is about combining, adapting and personalising a range of colouring and lightening techniques to achieve a variety of fashion effects in a way that complements a style for men or women. The use of weaving and colouring techniques based on slicing and block colouring is required, as is the ability to carry out a full head and regrowth application of lightener. The ability to restore depth and tone of colour, neutralise colour tone and to colour resistant hair is also required.

Assessment requirements/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 colouring hair using a variety of techniques.
- 3 The assessor will observe these aspects of the learner's performance on at least six occasions, of which
 - one must be of a full or partial head application (at least 30% of the head) using a lightener
 - one must be of a regrowth application using a lightener
 - one must be to resolve a basic colouring problem
 - two must be of creative colouring effects using two or more colours on one head
 - one must be of a creative colouring effect using one lightener and at least one colour on one head

Note: Any one of the lightening processes must include the use of a toner. The evidence from this unit may be generated from work carried out on men and/or women.

4 The learner must show that they have:

- used quasi-permanent, lighteners and toning products
 - a questioned clients on all the areas of contra-indication
 - b history of previous allergic reactions to hair colouring products
 - c other known allergies
 - d skin disorders
 - e incompatible products
 - f medical advice or instructions
 - g evident hair damage
- carried out skin, colour test, incompatibility, porosity, elasticity tests considered all the factors
 - a temperature
 - b existing colour of hair
 - c hair condition
 - d test results
 - e strength of hydrogen peroxide
 - f hair porosity
 - g hair length
 - h hair density
 - i haircut
 - j percentage of white hair
 - k skin tone
- used all the colouring and lightening effects
 - a slicing
 - b block colour
 - c weaving
- used two of the three* lightener application techniques
 - a full head
 - b regrowth
 - c block lightening on a partial head
- used two of the three colour correction products*
 - a semi-permanent colour
 - b quasi permanent colour
 - c permanent colour

- used all the colour correction techniques
 - a restoring depth and tone
 - b neutralising colour tone
 - c colouring resistant hair
- given all the advice
 - a home care products and their use
 - b how lifestyle can affect durability of colour
 - c hair maintenance
 - d use of heated styling equipment
 - e time interval between colouring services.

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

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but they 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 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 maintain safe and effective methods of working when colouring and lightening hair</p>	<p>1.1 make sure the client's clothing is protected throughout the service</p> <p>1.2 position themselves and the client to meet the needs of the service without causing discomfort</p> <p>1.3 keep the work area clean and tidy throughout the service</p> <p>1.4 remove waste immediately at the end of the colouring service</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 themselves and others <p>1.6 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to the clients and colleagues</p> <p>1.7 use the products and equipment identified as a result of consultation with the client</p> <p>1.8 give clear and accurate instructions, as necessary, to colleagues assisting with the service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 complete the colouring and lightening service within a commercially viable time</p> <p>1.10 keep client records that are accurate, easy to read and up-to-date</p>			
<p>2 Be able to prepare for colouring and lightening services</p>	<p>2.1 identify any contra-indications to the colouring and lightening service by questioning the client and recording the client's responses</p> <p>2.2 conduct a range of tests on the client's hair and skin, following manufacturers' instructions and recognised industry procedures</p> <p>2.3 record the outcomes of tests on the client's records accurately</p> <p>2.4 take a suitable course of action when contra-indications and/or reactions to tests cause doubts as to the suitability of the service for the client</p> <p>2.5 select products, tools and equipment based on the results of necessary tests, consultation with the client and relevant factors likely to influence the service</p> <p>2.6 prepare the client's hair and protect their skin, as necessary, prior to colouring and lightening</p> <p>2.7 prepare products to meet manufacturers' instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to creatively colour and lighten hair</p>	<p>3.1 explore a variety of looks with the client using relevant visual aids and recommend a look based on the client's hair and its potential to achieve the effects required</p> <p>3.2 use colouring and lightening effects to achieve the required look</p> <p>3.3 use and adapt techniques that take into account factors which will influence the achievement of the required effect</p> <p>3.4 combine and place products in a way that complements the hairstyle</p> <p>3.5 monitor product development at the required time intervals and taking a strand test as required</p> <p>3.6 resolve any problems occurring during the colouring and lightening process using the relevant corrective action</p> <p>3.7 ensure the application of toners to lightened hair achieves the desired effect as required</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.8 achieve the desired colouring or lightening effect which is to the satisfaction of the client</p> <p>3.9 use finishing techniques that complement the colour</p> <p>3.10 give the client suitable aftercare advice on the maintenance of the hair colour</p>			
4 Be able to lighten hair	<p>4.1 confirm the desired effect with the client prior to the application of lightener</p> <p>4.2 section hair cleanly and evenly to assist the accurate application of lightener</p> <p>4.3 measure and mix lightener accurately to the correct consistency for the application and to meet manufacturers' instructions</p> <p>4.4 use lightener application techniques suitable for achieving the desired look and following manufacturer's instructions</p> <p>4.5 adapt the sequence of application taking into account relevant factors influencing the service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to resolve basic colouring problems	<p>4.6 monitor throughout the service:</p> <ul style="list-style-type: none"> - lightener development - condition of the hair - scalp sensitivity - condition of the lightener <p>4.7 conduct strand and elasticity tests</p> <p>4.8 resolve any problems occurring during the lightening process using the relevant corrective action</p> <p>4.9 leave the hair and scalp free of lightener and in a suitable condition for further services</p> <p>4.10 ensure the application of toners to lightened hair achieves the desired effect, as required</p> <p>4.11 achieve the desired effect to the satisfaction of the client</p> <p>5.1 assess the condition of the hair to identify any colouring problems and the suitable colour correction products and techniques to use</p> <p>5.2 explain to the client the options available for resolving any colour problem</p> <p>5.3 refer the client for specialist colour correction work, as necessary</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.4 use colour correction techniques effectively to achieve the required colour</p> <p>5.5 achieve a finished colour that meets the client's requirements</p>			
<p>6 Understand salon and legal requirements</p>	<p>6.1 outline the salon's requirements for client preparation</p> <p>6.2 state the salon's expected service times for colouring work</p> <p>6.3 describe how to complete client records effectively</p> <p>6.4 describe the salon's and legal requirements for disposal of waste materials</p> <p>6.5 explain own responsibilities under current Data Protection legislation</p> <p>6.6 describe own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of colouring products</p> <p>6.7 outline own responsibilities under the current Electricity at Work Regulations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand how to work safely, effectively and hygienically when colouring and lightening hair</p>	<p>7.1 describe contact dermatitis and how to avoid developing it whilst carrying out colouring and lightening services</p> <p>7.2 identify the protective equipment that should be available and why it is important to use it</p> <p>7.3 explain how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>7.4 state why it is important to position tools and equipment for ease of use</p> <p>7.5 outline the safety considerations which must be taken into account when colouring and lightening hair</p> <p>7.6 outline the dangers associated with the inhalation of powder lighteners</p> <p>7.7 describe how to use lighteners safely</p> <p>7.8 describe the precautions that must be taken when handling powder lighteners</p> <p>7.9 state why it is important to keep the work area clean and tidy</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.10 identify methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>7.11 state the importance of maintaining personal hygiene</p> <p>7.12 explain why it is important to check electrical equipment used to aid the colouring and lightening process</p> <p>7.13 identify the methods of cleaning, disinfecting and/or sterilisation used in salons</p> <p>7.14 state the importance of questioning clients to establish any contra-indications to the colouring and lightening service</p> <p>7.15 explain why it is important to record client responses to questioning</p> <p>7.16 outline the legal significance of client questioning and of recording the client's responses</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand methods of testing used for colouring and lightening services</p>	<p>8.1 describe the types and purposes of tests for colouring and lightening services</p> <p>8.2 describe when and how tests should be carried out and the expected results</p> <p>8.3 explain the importance of following manufacturers' instructions for skin testing</p> <p>8.4 explain how the results of tests can influence the colouring and lightening service</p> <p>8.5 explain the importance of constantly monitoring the development of lightener</p> <p>8.6 state the potential consequences of failing to carry out tests</p> <p>8.7 explain the courses of action to take in the event of adverse reactions to tests and any contra-indications (ie when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary)</p> <p>8.8 state why it is important to accurately record test results</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand colouring science</p>	<p>9.1 describe the principles of colour selection, including the International Colour Chart (ICC)</p> <p>9.2 state what is meant by the term 'oxidation'</p> <p>9.3 describe how the type and distribution of melanin creates natural hair colour</p> <p>9.4 outline the effects of light and artificial lighting on the appearance of hair colour</p> <p>9.5 describe how the natural pigmentation of hair affects the colouring and lightening process</p> <p>9.6 identify the reasons for pre-lightening</p> <p>9.7 outline the effects on the hair of different colouring products and lighteners</p> <p>9.8 explain how the different strengths of hydrogen peroxide affect the colouring and lightening of the hair</p> <p>9.9 explain the effects of temperature on the application and development of colouring products and lighteners</p> <p>9.10 describe how to dilute hydrogen peroxide to form different strengths of solutions</p> <p>9.11 identify the pH values of different colouring products and lighteners</p> <p>9.12 state the importance of restoring the hair's pH balance after the colouring or lightening process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand how to use colouring and lightening products and equipment</p>	<p>9.13 state why it is important to leave the hair and scalp free of colouring products and lighteners</p> <p>9.14 explain the reasons for pre-softening and pre-pigmenting hair</p> <p>9.15 identify what makes hair resistant to artificial colour</p> <p>9.16 describe how and why contra-indications can affect the delivery of the colouring service to clients</p> <p>10.1 outline the types of tools, materials and equipment used for colouring and lightening hair and how and when to use them</p> <p>10.2 outline the different types of colouring products and lighteners available and how and when to use them</p> <p>10.3 explain how and why the factors can influence the choice of product and/or application techniques</p> <p>10.4 explain the importance of following manufacturers' instructions when measuring and mixing colouring products and lighteners</p> <p>10.5 describe how to accurately measure and mix colouring products to manufacturers' instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>10.6 describe how to accurately measure and mix lighteners to the consistency required to meet manufacturers' instructions and the needs of the hair</p> <p>10.7 describe how and why pre and post treatments should be used when colouring and lightening hair</p> <p>10.8 state the importance of using products economically</p>			
<p>11 Understand colouring and lightening techniques</p>	<p>11.1 identify sources of creative information and inspiration (eg historical, cultural and fashion)</p> <p>11.2 explain the importance of sectioning hair accurately when colouring</p> <p>11.3 describe methods of applying and removing colouring products and lighteners</p> <p>11.4 explain how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage</p> <p>11.5 identify the colouring effects that can be achieved using slicing, block colour and weaving techniques</p> <p>11.6 outline how to place colour in a way to complement a hairstyle</p> <p>11.7 describe how to carry out a full head and regrowth application using lighteners</p> <p>11.8 describe how and why to adapt the sequence of application to take account of relevant factors</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>11.9 explain why it is important to avoid disturbing areas still processing when removing products from developed areas</p> <p>11.10 describe the types and causes of colouring and lightening problems and how to rectify them</p> <p>11.11 explain how and why to restore depth and tone of colour</p> <p>11.12 explain how and why to neutralise colour tone</p> <p>11.13 identify the potential problems of using colouring products and lighteners on previously chemically treated hair</p> <p>11.14 describe methods of pre-softening and pre-pigmenting hair</p> <p>11.15 describe the types of problems which require specialist colour correction</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
12 Understand the aftercare advice to provide for colouring and lightening services	12.1 outline how to give effective aftercare advice and recommendations to clients 12.2 describe how to maintain hair colour and condition 12.3 describe aftercare products that will benefit the client and those to avoid and why 12.4 describe how lifestyle can affect the client's choice of colour (eg active sports, career and job requirements) 12.5 describe how the continual use of heated equipment can damage the hair 12.6 state the recommended time intervals between colouring and other services			

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

Unit 11: Provide Colour Correction Services

Unit code:	GH18
Unit reference number:	D/600/1010
QCF level:	4
Credit value:	13
Guided learning hours:	106

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about the advanced skills necessary to determine and correct more complex colouring problems. To achieve this unit, the learner must be able to remove artificial colour, remove bands of colour, recolour lightened hair, recolour hair that has had artificial colour removed and correct highlights and lowlights.

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 colouring hair using a variety of techniques.
- 3 The assessor will observe these aspects of the learner performance on at least four occasions. The evidence for this unit may be generated from work carried out on men and/or women.
- 4 The learner must show that they have:
 - used four out of the five types of products:*
 - a semi-permanent colours
 - b quasi-permanent colours
 - c permanent colours
 - d lightener
 - e colour removers for artificial colour.

- carried out all the types of colour correction
 - a removing artificial colour on a full head
 - b removing bands of colour
 - c recolouring hair treated with lightener using pre-pigmentation and permanent colour over at least 60% of the head
 - d recolouring a full head of hair that has had artificial colour removed
 - e correcting highlights and lowlights
- questioned clients on all the areas of contra-indication:
 - a history of previous allergic reaction to hair colouring products
 - b other known allergies
 - c skin disorders
 - d incompatible products
 - e medical advice or instructions
 - f evident hair damage
- carried out all tests:
 - a skin
 - b colour test
 - c incompatibility
 - d porosity
 - e elasticity
- considered all the factors:
 - a temperature
 - b existing colour of hair
 - c hair condition
 - d test results
 - e strength of hydrogen peroxide
 - f hair length
 - g hair density
 - h hair porosity
 - i percentage of white hair
 - j sequence of application
 - k scalp sensitivity

- given all the advice:
 - a home care products and their use
 - b how lifestyle can affect durability of colour
 - c hair maintenance
 - d use of heated styling equipment
 - e time interval between services.

*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 learner's performance will be gathered from the observations made by the assessor but they 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 maintain safe and effective methods of working when correcting hair colour problems</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 wear personal protective equipment when using products</p> <p>1.3 keep the work area clean and tidy throughout the service</p> <p>1.4 remove waste immediately at the end of the service</p> <p>1.5 ensure working methods are followed that</p> <ul style="list-style-type: none"> - minimise the risk of damage to tools and equipment - minimise the risk of cross-infection - make effective use of the working time - ensure the use of clean resources - minimise harm or injury to themselves and others - minimise the wastage of products <p>1.6 maintain personal standards of health and hygiene and minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.7 use tools and equipment that are safe and fit for purpose</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to determine the colour problem	<p>1.8 take suitable action to ensure the necessary products and materials are available in time for the service</p> <p>1.9 give clear and accurate instructions to anyone assisting them with the service, when necessary</p> <p>1.10 complete client records so that they are accurate, easy to read and up to date</p> <p>1.11 complete the colour correction service within a commercially viable time</p> <p>2.1 use the correct methods to accurately establish</p> <ul style="list-style-type: none"> - the nature and extent of the colouring problem - the condition of the client's hair, skin and scalp - the extent of artificial colour and natural colour on the client's head - the most suitable colour correction techniques <p>2.2 identify from the client's previous records, when available, their hair colouring and/or lightening history and how this may affect the colour correction service</p> <p>2.3 ask the client appropriate questions to identify if they have any contra-indications to the colour correction service</p> <p>2.4 ask the client appropriate questions to gather information on their colouring and/or lightening problems and the result they would like to see</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to plan and agree a course of action to correct colour</p>	<p>2.5 record the client's responses to questioning</p> <p>2.6 conduct tests on the client's hair and skin following manufacturer's instructions and recognised industry procedures</p> <p>2.7 take a suitable course of action when contra-indications and/or reactions to tests cause doubts as to the suitability of the service for the client</p> <p>2.8 record the outcomes of tests on the client's record</p> <p>2.9 identify the available service options and products for resolving the client's colouring and/or lightening problem(s) based on the results of questioning and analysis</p> <p>3.1 make recommendations for a suitable course of action based on the results of questioning and analysis</p> <p>3.2 explain, to the client, the likelihood of achieving and maintaining the colour change</p> <p>3.3 explain, to the client, any restrictions that the course of action may place on further hairdressing services</p> <p>3.4 inform the client of the likely cost, duration and expected outcome of the colour correction service</p> <p>3.5 gain and record the client's agreement to the service, products and anticipated outcome</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to provide colour correction services</p>	<p>4.1 prepare the client's hair in a way suitable for the</p> <ul style="list-style-type: none"> - products to be used - colour correction service required - method of application <p>4.2 choose products, tools and equipment based on the results of necessary tests, consultation with the client and relevant influencing factors</p> <p>4.3 prepare products to meet the manufacturers' instructions</p> <p>4.4 apply the type and quantity of product to meet the requirements of the analysis and the required result</p> <p>4.5 use application techniques that minimise the risk of colour being spread to the client's skin, clothes and surrounding areas</p> <p>4.6 frequently monitor the development of the product, taking strand and elasticity tests as required</p> <p>4.7 modify the planned course of action to resolve any unforeseen problems, when necessary</p> <p>4.8 remove the product at the right time to</p> <ul style="list-style-type: none"> - minimise discomfort to the client - minimise damage to the hair and scalp - ensure hair is ready for the next stage of the service - avoid disturbing hair which is still developing 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.9 correct highlight and/or lowlight problems whilst retaining highlight and lowlight effects</p> <p>4.10 achieve the degree of colour correction anticipated and agreed with the client</p> <p>4.11 give the client suitable reassurance throughout the service</p> <p>4.12 give the client suitable aftercare advice and recommendations on the maintenance of their hair colour</p>			
<p>5 Understand salon and legal requirements</p>	<p>5.1 justify the salon's requirements for client preparation</p> <p>5.2 justify the salon's expected service times for colour correction services</p> <p>5.3 explain the salon's and legal requirements for removal of waste materials</p> <p>5.4 explain own responsibilities under current Data Protection legislation</p> <p>5.5 explain own responsibilities under the current Electricity at Work Regulations</p> <p>5.6 explain own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of colour correction products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to work safely, effectively and hygienically when correcting hair colour problems</p>	<p>6.1 explain the condition contact dermatitis how to avoid developing it whilst carrying out colour correction services</p> <p>6.2 describe the protective clothing that should be available for clients</p> <p>6.3 explain the type of personal protective equipment that should be available and used</p> <p>6.4 explain why it is important to use personal protective equipment</p> <p>6.5 explain how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>6.6 explain why it is important to position tools and equipment for ease of use</p> <p>6.7 explain the safety considerations which must be taken into account when carrying out colour correction services</p> <p>6.8 explain the dangers associated with the inhalation of powder lighteners</p> <p>6.9 explain how to use lighteners safely</p> <p>6.10 explain why it is important to keep the work area clean and tidy</p> <p>6.11 summarise methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand how to use different types of tests for colour correction</p>	<p>6.12 explain the importance of personal hygiene</p> <p>6.13 explain why it is important to check electrical equipment used to aid the colour correction process</p> <p>6.14 compare methods of cleaning, disinfecting and sterilisation used in salons</p> <p>6.15 explain the importance of questioning clients to establish any contra-indications to the colour correction service and recording the responses</p> <p>7.1 explain the methods and purposes of carrying out different types of tests for colour correction</p> <p>7.2 explain the importance of following manufacturers' instructions for skin testing</p> <p>7.3 explain when and how tests should be carried out and what the expected results are</p> <p>7.4 explain how the results of tests can influence the colour correction service</p> <p>7.5 explain the potential consequences of failing to carry out tests</p> <p>7.6 summarise the courses of action to take in the event of adverse reactions to tests and contra-indications</p> <p>7.7 explain why it is important to record test results</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand the science of colouring hair</p>	<p>8.1 explain the principles of colour selection, including the International Colour Chart (ICC)</p> <p>8.2 explain the principles of colour correction</p> <p>8.3 explain how the type and distribution of melanin creates natural hair colour</p> <p>8.4 explain the effects of natural light and artificial lighting on the appearance of hair colour</p> <p>8.5 explain the effects on the hair of different colour correction products</p> <p>8.6 explain what is meant by the term 'oxidation'</p> <p>8.7 explain how oxidation agents affect the natural and artificial colour pigments</p> <p>8.8 explain how the different strengths of hydrogen peroxide affect colouring and lightening</p> <p>8.9 explain the reasons for pre-softening and pre-pigmenting hair</p> <p>8.10 explain the effects of temperature on the application and development of colour correction products</p> <p>8.11 explain how to dilute hydrogen peroxide to form different strengths of solutions</p> <p>8.12 explain the pH values of differing colouring products and lighteners</p> <p>8.13 explain the importance of restoring the hair's pH balance after the colour correction process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand how to use colouring products and equipment</p>	<p>8.14 explain why it is important to avoid disturbing areas still processing when removing products from developed areas</p> <p>8.15 explain why it is important to leave the hair and scalp free of colour correction products</p> <p>8.16 explain how and why the contra-indications can affect the delivery of the colour correction service</p> <p>9.1 compare the different types of colour correction products available</p> <p>9.2 explain how and when to use different types of tools, materials and equipment for colour correction</p> <p>9.3 explain the factors that can influence the choice of product and application techniques</p> <p>9.4 explain the importance of following manufacturers' instructions when measuring and mixing colour correction products</p> <p>9.5 explain how to accurately measure and mix colour correction products</p> <p>9.6 explain how and why pre and post treatments should be used when carrying out colour correction procedures</p> <p>9.7 explain the importance of using products economically</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand how to use colouring techniques when correcting colouring</p>	<p>10.1 explain the importance of sectioning hair accurately for the colour correction service</p> <p>10.2 explain methods of pre-softening and pre-pigmenting hair</p> <p>10.3 explain how to remove artificial colour</p> <p>10.4 explain how to remove bands of colour</p> <p>10.5 explain how to recolour hair previously treated with lighteners using pre-pigmentation and permanent colour</p> <p>10.6 explain how to recolour hair that has had artificial colour removed</p> <p>10.7 explain how to correct highlights and lowlights whilst retaining a highlight and lowlight effect</p> <p>10.8 summarise how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage</p> <p>10.9 summarise the types and causes of colour correction problems that may occur during processing and how to rectify them</p> <p>10.10 summarise the potential problems of using colour correction products on previously chemically treated hair</p>			

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

Date: _____
Date: _____
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Unit 12: Creatively Style and Dress Hair

Unit code: K/600/1219

Unit reference number: GH19

QCF level: 3

Credit value: 4

Guided learning hours: 34

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about using a variety of conventional and non-conventional styling techniques to produce an innovative, fashionable, creative and personalised look to complement individual clients. The ability to combine and adapt a variety of styling techniques incorporating accessories and/or added hair is required in this unit.

Assessment requirements/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 styling and dressing hair to achieve a variety of creative looks.
- 3 The assessor will observe the learner's performance on five occasions. Each observation must:
 - be of a different look each on different client
 - two observations must include the use of different non-conventional items
 - one observation must include the appropriate use of accessory(ies) or added hair
- 4 The learner must show that they have:
 - used all the styling techniques
 - used all the types of winding techniques
 - taken account of all the factors
 - given all the advice.

- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but they 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
<p>1 Be able to maintain effective and safe working methods when styling hair</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 use personal protective equipment when required</p> <p>1.3 clean and tidy the work area throughout the service</p> <p>1.4 position clients and adopt postures that minimise fatigue, discomfort and injury risk</p> <p>1.5 use working methods that: minimise the wastage of products; minimise the risk of damage to tools and equipment; minimise the risk of cross-infection; make effective use of the working time; ensure the use of clean resources; minimise the risk of harm or injury to self and clients</p> <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 use safe and suitable tools, equipment, techniques and products based on consultation with the client</p> <p>1.8 use tests to check the temperature of heated equipment prior to use and continually throughout the service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 clean tools and equipment so they are free of product build-up</p> <p>1.10 complete the styling, dressing and finishing service in a commercially viable time</p>			
<p>2 Be able to creatively style and dress hair</p>	<p>2.1 confirm the agreed look with the client during consultation prior to commencing the cut</p> <p>2.2 prepare the client's hair for the look agreed</p> <p>2.3 blend and secure the client's hair and added hair into the desired style</p> <p>2.4 combine and adapt innovative styling and winding techniques to achieve the desired look</p> <p>2.5 adapt use of non-conventional items to achieve creative effects</p> <p>2.6 use styling techniques to avoid damage to the hair, skin and scalp</p> <p>2.7 remove items used for setting, avoiding discomfort to the client</p> <p>2.8 use and secure accessories to complement and enhance the desired look</p> <p>2.9 use personalised styling and dressing techniques to achieve the desired look, taking account of influencing factors</p> <p>2.10 apply suitable styling and finishing products that complement and enhance the desired look</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.11 check the intended look meets the intended shape, direction, balance and volume agreed with the client</p> <p>2.12 confirm the finished look complements the client's features and personal image and enhances the image of the salon</p> <p>2.13 provide the client with suitable after-care advice</p>			
<p>3 Understand salon and legal requirements</p>	<p>3.1 explain the salon's requirements for client preparation</p> <p>3.2 summarise the salon's expected service times, standards of service and image for styling and dressing hair</p> <p>3.3 explain personal responsibilities under current regulations in relation to using styling and finishing products: Control of Substances Hazardous to Health Regulations; Electricity at Work Regulations</p>			
<p>4 Understand the importance of working safely, effectively and hygienically when setting and dressing hair</p>	<p>4.1 justify the types of personal protective equipment available for clients and themselves</p> <p>4.2 explain the condition contact dermatitis and how to avoid developing it during the styling and finishing services</p> <p>4.3 explain how own and client positioning can affect the desired outcome and reduce fatigue and injury risk</p> <p>4.4 justify why it is important to position tools and equipment for ease of use</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 explain the safety considerations which must be taken into account when styling and dressing hair</p> <p>4.6 justify why it is important to keep the work area clean and tidy</p> <p>4.7 critically compare safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p> <p>4.8 justify the importance of personal hygiene</p> <p>4.9 justify the importance of using products economically</p> <p>4.10 explain why it is important to check electrical equipment used to aid styling and finishing processes</p> <p>4.11 explain the reasons why tools and heated styling equipment should be kept free from product build up</p> <p>4.12 explain the health and safety factors to consider when making a choice of non-conventional items</p>			
5 Understand the science of styling and dressing hair	<p>5.1 explain the effects of humidity on hair</p> <p>5.2 summarise the physical effects of styling, dressing and finishing products on hair structure and style</p> <p>5.3 explain how the incorrect application of heat can affect the hair and scalp</p> <p>5.4 explain why hair should be allowed to cool prior to dressing out</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the use of products and equipment	<p>6.1 critically compare different types of tools, equipment and products available for styling and dressing hair</p> <p>6.2 summarise the suitability of products and equipment for different hair types and effects</p> <p>6.3 explain the types and effects of non-conventional items used to set hair</p> <p>6.4 justify the importance of following the manufacturers' instructions when using styling and finishing products in the salon</p>			
7 Understand the use of styling, dressing and finishing techniques	<p>7.1 explain current fashion styling and dressing looks</p> <p>7.2 review different sources of creative information and inspiration</p> <p>7.3 explain the factors that influence the styling process and the finished look</p> <p>7.4 explain how the angle of winding on and off base influences the volume and direction of the hair movement</p> <p>7.5 explain why and how to use point to root and root to point winding techniques</p> <p>7.6 explain methods of handling and securing added hair and accessories</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.7 critically compare the use of current styling, dressing and finishing techniques 7.8 summarise the type of checks needed during styling and dressing services to ensure the intended shape, direction, balance and volume is achieved			
8 Understand how to communicate and provide aftercare advice for clients	8.1 explain how to give effective advice and recommendations to clients 8.2 clarify beneficial and unsuitable products for the client's home use 8.3 explain how to remove pins, accessories, added hair and back-combing 8.4 summarise how to maintain the style			

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

Unit 13: Creatively Dress Long Hair

Unit code:	GH20
Unit reference number:	K/600/1043
QCF level:	3
Credit value:	5
Guided learning hours:	39

Unit summary

This is a job-ready unit which is competency based. This unit is about using a variety of conventional and non-conventional dressing techniques to produce innovative, fashionable, creative and personalised looks for long hair. The ability to combine and adapt a variety of dressing techniques incorporating accessories and/or added hair is required in this unit.

Assessment requirements/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 styling and dressing long hair.
- 3 The assessor will observe the learner's performance on five occasions. Each observation must be of a different look each on different clients and include:
 - one look using accessories
 - one look using added hair
 - one look with at least of 40% of the hair dressed up and the remainder dressed down.
- 4 The learner must show that they have:
 - used all the dressing techniques and effects:
 - a rolls
 - b pleats
 - c knots
 - d twists
 - e plaits

- f curls
 - g woven effects
 - h backcombing
 - i back brushing
 - taken account of all the factors:
 - a desired look
 - b the occasion for which the style is required
 - c hair growth patterns
 - d hair elasticity
 - e head and face shape and features
 - f hair texture
 - g hair length
 - h hair density
 - given all the advice:
 - a suitable aftercare products and their use
 - b maintenance of the style.
- 5 It is likely most evidence of the learner performance will be gathered from the observations made by the assessor but they 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.

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 maintain effective and safe methods of working when dressing long hair</p>	<p>1.1 make sure the client's clothing is effectively protected throughout the service</p> <p>1.2 position themselves and the client to meet the needs of the service without causing discomfort</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 products - minimise the risk of damage to tools and equipment - 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 themselves and others <p>1.5 maintain personal standards of health and hygiene and minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.6 use finishing products, methods and equipment identified as a result of consultation with the client</p> <p>1.7 complete the service within a commercially viable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to creatively dress long hair</p>	<p>2.1 consult with the client to confirm their satisfaction on the agreed look before commencing, throughout the service and on completion of the finished look</p> <p>2.2 prepare the client's hair in a way which is suitable for the look agreed</p> <p>2.3 incorporate and secure added hair, as required, into the desired look</p> <p>2.4 blend the client's hair and added hair effectively, as required</p> <p>2.5 personalise, combine and adapt dressing techniques and effects to take account of influencing factors to achieve the desired look</p> <p>2.6 secure the hair and ensure any pins, grips or bands are hidden that are not part of the style requirements</p> <p>2.7 incorporate and secure accessories, as required, to complement and enhance the desired look</p> <p>2.8 achieve a finished look that meets the intended shape, direction, balance and volume agreed and complements the client's features</p> <p>2.9 apply suitable finishing products that complement and enhance the desired look</p> <p>2.10 give the client suitable advice on the maintenance of the style</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand salon and legal requirements	3.1 explain the salon's requirements for client preparation 3.2 state the salon's expected service times for dressing hair 3.3 describe own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of finishing products 3.4 outline own responsibilities under the current Electricity at Work Regulations 3.5 describe the salon's image and expected standards of service			
4 Understand how to work safely, effectively and hygienically when dressing long hair	4.1 identify the protective equipment that should be available and why it is important to use 4.2 explain how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury 4.3 outline the safety considerations which must be taken into account when dressing long hair 4.4 explain the importance of positioning equipment for ease of use 4.5 explain why it is important to keep the work area clean and tidy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.6 describe methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>4.7 explain the importance of maintaining personal hygiene</p> <p>4.8 explain why it is important to check electrical equipment used to aid the dressing process</p> <p>4.9 describe methods of cleaning, disinfection and/or sterilisation used in salons</p> <p>4.10 explain the importance of using products economically</p> <p>4.11 explain the reasons why tools and heated styling equipment should be kept free from product build-up</p>			
<p>5 Understand the hairdressing science for dressing long hair</p>	<p>5.1 describe the effects of humidity on hair</p> <p>5.2 explain how the incorrect application of heat can affect the hair and scalp</p> <p>5.3 state why hair should be allowed to cool prior to dressing out</p> <p>5.4 explain the effects of backcombing and back brushing on the hair structure</p> <p>5.5 describe the physical effects of finishing products on the hair and how they work to maintain the style</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.6 explain the potential effects on the hair structure of using and securing added hair and accessories 5.7 explain the potential consequences of excessive tension on the hair and scalp 5.8 describe how to identify the first signs of traction alopecia			
6 Understand products and equipment for dressing long hair and how to use them	6.1 outline the products, tools and equipment available for dressing long hair and how to use them 6.2 explain why specific products and equipment are suitable for use with different hair types and for achieving different effects 6.3 describe the types of non-conventional items that may be used as accessories when dressing long hair 6.4 explain the importance of following the manufacturers' instructions on the use of the finishing products in the salon			
7 Understand preparation activities, techniques and methods for dressing long hair	7.1 explain the importance of preparing the hair correctly prior to dressing 7.2 describe the preparation procedures required for the different dressing techniques 7.3 outline current long-hair looks 7.4 identify sources of creative information and inspiration (eg historical, cultural and fashion)			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand the aftercare advice to provide for dressing long hair	<p>7.5 describe when, why and how to use the different types of</p> <ul style="list-style-type: none"> - securing equipment - accessories - added hair <p>7.6 explain the effect different factors can have on the dressing process and the finished look</p> <p>7.7 describe the sequence of working necessary to create dressing techniques and effects</p> <p>7.8 explain methods of handling, controlling and securing long hair during the dressing process</p> <p>7.9 describe the type of checks needed during long hair dressing services to ensure the intended shape, direction, balance and volume is achieved</p> <p>7.10 explain the importance of maintaining correct tension when dressing up long hair</p>			
	<p>8.1 describe aftercare products that will benefit the client and those to avoid and why</p> <p>8.2 explain how to give effective advice and recommendations to clients</p> <p>8.3 describe how to remove pins, accessories, any added hair and any backcombing or back brushing</p>			

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

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Unit 14: Develop and Enhance Creative Hairdressing Skills

Unit code:	GH21
Unit reference number:	K/600/1012
QCF level:	3
Credit value:	5
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 developing your creative hairdressing skills in a way that enhances their own professional profile. The ability to research, plan and create a range of images in conjunction with others is required in this unit. Evaluation of the results and how the design image may be adapted for commercial use also forms an important part of this unit.

Assessment requirements/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 developing and enhancing their creative skills.
- 3 The learner must produce evidence of creating three different hair designs, covering both types of image stated below. The assessor must observe the learner on at least one occasion.
- 4 The learner must show that they have:
 - covered at least one of the types of activities*:
 - a photographic
 - b hair shows
 - c competition work.
 - covered both types of image:
 - a based on a theme
 - b avant-garde

- used at least four out of the 11 techniques*:
 - a cutting
 - b perming
 - c relaxing
 - d colouring
 - e styling and dressing
 - f adding hair
 - g plaiting
 - h twisting
 - i locking
 - j shaving
 - k creating patterns in hair
- used at least two of the three types of additional media*:
 - a accessories
 - b clothes
 - c make-up
- involved at least two of the range of relevant people in planning, implementing and evaluating the different images*:
 - a photographer
 - b line manager
 - c make-up artists
 - d colleagues
 - e show audience
 - f competition judges.

*Note: For this particular unit, knowledge, understanding and skills evidence need not be produced for the items not covered.

5 Although some evidence of the learner's performance will be gathered from the observations made by the assessor, it is likely the learner will need to assemble relevant documentary evidence in their portfolio to meet the requirements of standard and qualification.

Note: Use of clipper attachments is not allowed at Level 3.

6 No mandatory written question is 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 plan and design a range of images</p>	<p>1.1 identify the intended activity(ies) for which the images are required</p> <p>1.2 use suitable sources of information to research ideas on themes for design</p> <p>1.3 create a design plan which</p> <ul style="list-style-type: none"> - has clearly defined objectives - is suitable for the chosen range of images - clearly defines the roles and responsibilities of others involved - takes account of budgetary constraints - defines all resources required - states how risks to health and safety can be reduced - takes account of foreseeable problems and ways of resolving them - lists any venue requirements, if applicable <p>1.4 agree the design plan with the relevant person(s)</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to produce a range of creative images	2.1 communicate with others involved throughout the implementation of the design plan 2.2 adapt the design plan to meet any changed circumstances 2.3 use additional media to complement the design image, when required 2.4 use innovative techniques to achieve the design image 2.5 follow safe and effective working methods when creating the design image 2.6 evaluate the finished image and its presentation to ensure it meets the agreed design plan, clearly shows the innovative features of the design and enhances own professional profile			
3 Be able to evaluate the results against the design plan objectives	3.1 actively seek feedback from relevant person(s) on the impact of the image and its effectiveness in meeting the design plan 3.2 review own performance against the objectives to identify how and where it could be improved 3.3 explain how the design image may be adapted for commercial use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to communicate effectively	4.1 explain the importance of effective communication 4.2 explain the importance of confidentiality and what might happen if this is not maintained 4.3 explain how and when to participate in discussions and move them forward 4.4 explain how to make openings in conversations to encourage people to speak 4.5 explain the importance of confirming understanding of what has been said			
5 Understand how to use basic principles of design and presentation	5.1 explain the basic principles of design, scale and proportion for creating a hairdressing design image 5.2 explain how to identify and develop a theme as a basis for a hairdressing design image 5.3 summarise ways of visually presenting the design image effectively to others 5.4 explain ways in which additional media can be used to complement the overall design image 5.5 justify the importance of presenting the final results in a professional way			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to evaluate own performance	6.1 explain the purpose of evaluation activities 6.2 explain the areas on which feedback should be collected 6.3 compare different methods of gaining feedback from others 6.4 explain the potential commercial benefits that can arise from creative hair design work			
7 Understand how to work safely, effectively and hygienically when creating a hairdressing design image	7.1 explain the potential hazards that must be considered when working at any venue 7.2 describe the steps that should be taken to minimise risks when working at any venue 7.3 explain how and if local bye-laws and legislation may limit the use of tools and equipment 7.4 summarise the health and safety procedures applicable to any venue used 7.5 summarise the safe and effective working methods for different hairdressing techniques 7.6 evaluate the potential hazards that may be present as a result of using additional media in the design image and the precautions that should be taken to reduce risks to health and safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand how to use planning and preparation skills</p>	<p>8.1 explain the importance of detailed and accurate planning</p> <p>8.2 explain the importance of communicating and agreeing design plans</p> <p>8.3 explain the importance of setting and working to a budget</p> <p>8.4 explain different sources of creative information and inspiration for design ideas and how to access them</p> <p>8.5 compare different ways of presenting design plans and images</p> <p>8.6 explain the different types of resources available and how to obtain them</p> <p>8.7 describe the common problems associated with photographic shoots, hair shows and competitions and how to resolve them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand how to use styling, dressing and finishing techniques</p>	<p>9.1 summarise current techniques for creatively styling, dressing and finishing hair</p> <p>9.2 compare the types of products, tools and equipment available for creating different design images</p> <p>9.3 explain how added hair can be used to enhance and support a design image</p> <p>9.4 compare the design and styling limitations of different types of added hair</p> <p>9.5 describe the types of non-conventional items that may be used when styling hair and the effects they can create</p> <p>9.6 explain the importance of following the manufacturers' instructions for the specific products, tools and equipment they intend to use</p>			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 15: Create a Variety of Permed Effects

Unit code:	GH22
Unit reference number:	D/600/1220
QCF level:	3
Credit value:	8
Guided learning hours:	62

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about combining, adapting and personalising a range of sectioning and winding techniques to achieve a variety of fashionable permed effects for men and/or women. Permed effects include straightened, root lifted, waved, corkscrewed and textured curls. The ability to work with sensitised hair is also required.

This unit applies to both hairdressing and barbering salons.

Assessment requirements/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 creating a variety of permed effects.
- 3 The assessor will observe these aspects of the learner's performance on at least three occasions, which must include:
 - two different sectioning and winding techniques, one of which must be carried out on sensitised hair
 - one straightening technique.
- 4 The learner must show that they have:
 - used all the products:
 - a barrier creams
 - b pre-treatment conditioners
 - c perming and straightening creams and lotions
 - d neutralisers
 - e post-treatment conditioners

- questioned clients on all the areas of contra-indication:
 - a history of previous allergic reaction to perming products
 - b other known allergies
 - c skin disorders
 - d incompatible products
 - e medical advice or instructions
 - f evident hair damage
- carried out all tests:
 - a elasticity
 - b porosity
 - c incompatibility
 - d skin
- considered all the factors:
 - a temperature
 - b direction, degree and extent of movement required
 - c hair condition
 - d hair texture
 - e hair density
 - f hair length
 - g growth patterns
 - h haircut
 - i degree of existing curl
- used two out of the six* sectioning and winding techniques:
 - a piggyback
 - b spiral
 - c weaving
 - d root
 - e hopscotch
 - f double wind
- used one of the two* straightening techniques:
 - a winding
 - b combing through
- permed one of the types of sensitised hair:
 - a permanently coloured hair
 - b lightened hair
 - c previously permed hair

- d heat damaged
- e environmentally damaged
- achieved three out of the five* permed effects:
 - a straightened
 - b root lifted
 - c waved
 - d corkscrewed
 - e textured curls
- given all the aftercare advice:
 - a suitable aftercare products and their use
 - b use of heated styling equipment
 - c time interval between services
 - d the effects of perming on other services.

*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 learner performance will be gathered from the observations made by the assessor but they 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 maintain effective and safe working methods when 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 chemicals</p> <p>1.3 clean and tidy the work area throughout the service</p> <p>1.4 position clients and adopt postures that minimise fatigue, discomfort and injury risk</p> <p>1.5 use working methods that: 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> <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 use tools and equipment that are safe and fit for purpose</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	<p>Be able to prepare for perming</p>			
	<p>1.8 provide instructions to anyone assisting with the service</p> <p>1.9 complete the perming service in a commercially viable time</p> <p>1.10 remove waste immediately at the end of the perming service</p> <p>1.11 produce up-to-date client records at the end of the service</p> <p>2.1 use client questioning to identify contra-indications to perming services and record the client's responses</p> <p>2.2 perform tests according to manufacturers' instructions and recognised industry procedures</p> <p>2.3 record and interpret the outcomes of tests on the client's record card</p> <p>2.4 select products, tools and equipment based on the test results, client consultation and other influencing factors</p> <p>2.5 prepare products following manufacturers' instructions</p> <p>2.6 protect the client's hair and skin prior to perming</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to create a variety of permed effects</p>	<p>3.1 present visual aids to explore a variety of possible looks with the client</p> <p>3.2 evaluate the client's hair and its potential to achieve the desired effects</p> <p>3.3 recommend suitable permed effects to the client</p> <p>3.4 use products and techniques taking account of factors likely to influence the service</p> <p>3.5 adapt sectioning, winding and straightening techniques taking account of influencing factors</p> <p>3.6 use products to meet the needs of clients with sensitised hair</p> <p>3.7 perform tests according to manufacturers' instructions to confirm the desired degree of curl or straightness has been achieved</p> <p>3.8 resolve any problems arising during the perming service</p> <p>3.9 remove the development and neutralise the hair when the desired permed effect is established</p> <p>3.10 remove the neutraliser and confirm the desired degree of curl or straightness</p> <p>3.11 use creative finishing techniques to achieve the desired permed effect</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.12 confirm that the finished permed effect complements the client's features and personal image and enhances the image of the salon 3.13 confirm the client's satisfaction with the finished effect 3.14 provide the client with suitable aftercare advice			
4 Know the salon and legal requirements	4.1 describe the salon's requirements for client preparation 4.2 describe the salon's expected service times for perming 4.3 describe when and how to complete client records 4.4 describe the salon's and legal requirements for disposal of waste materials 4.5 state personal responsibilities in relation to perming services under current legislation and regulations: <ul style="list-style-type: none"> - Data Protection legislation - Control of Substances Hazardous to Health Regulations - Electricity at Work Regulations 4.6 summarise the salon's image and expected standards of service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand the importance of working safely, effectively and hygienically when perming</p>	<p>5.1 summarise the types of protective clothing that should be available for clients and themselves</p> <p>5.2 explain the condition contact dermatitis and how to avoid developing it whilst carrying out perming services</p> <p>5.3 explain why it is important to protect clients from hair clippings</p> <p>5.4 explain how own and client positioning can affect the desired outcome and reduce fatigue and injury risk</p> <p>5.5 summarise the safety considerations which must be taken into account when perming hair</p> <p>5.6 explain why it is important to keep the work area clean and tidy</p> <p>5.7 critically compare safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the importance of testing for perming services	5.8 justify the importance of personal hygiene 5.9 justify the importance of using products economically 5.10 explain how and why it is important to check electrical equipment used to aid the perming process 5.11 clarify the importance and legal significance of questioning clients to identify contra-indications to perming and of recording client responses			
	6.1 summarise the types and purposes of tests used for perming services 6.2 state when and how tests should be carried out and the expected results 6.3 explain how the results of tests can influence the perming service 6.4 explain the potential consequences of failing to test 6.5 clarify the courses of action to take in the event of adverse reactions to tests 6.6 justify why it is important to record test results			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know about the science of perming	<p>7.1 describe the effects of pre-perm and post-perm treatments on the molecular structure of the hair</p> <p>7.2 describe how sensitised hair from previous treatments and heat damage reacts to the application of perming products</p> <p>7.3 clarify when to use different types and strengths of perming products</p> <p>7.4 describe how the chemical composition of perming products varies and how this affects choice for use on different hair types</p> <p>7.5 describe how temperature affects the achievement of permed effects</p> <p>7.6 describe why heat should not be used on sensitised hair</p>			
8 Know about perming products, equipment and their use	<p>8.1 summarise the types and purpose of equipment used during the perm development process</p> <p>8.2 describe the different types of perming products and how they are used to create curled and straightened effects</p> <p>8.3 describe the different types and uses of neutralising agents</p> <p>8.4 state the manufacturers' instructions for specific perming and neutralising products in the salon</p> <p>8.5 describe the factors that can affect the choice of perming products</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Know about perming techniques and problems</p>	<p>9.1 describe sectioning and winding techniques and their effects on different types of hair</p> <p>9.2 describe types of tools that can be used to achieve perming effects</p> <p>9.3 state how and why it is necessary to adapt working methods and choice of perming products to suit sensitised hair</p> <p>9.4 describe methods of applying perming products and neutraliser to suit different winding techniques</p> <p>9.5 clarify how to check for curl development and straightness when using different types of winding tools</p> <p>9.6 summarise the types and causes of problems during the perming and neutralising processes and how to resolve them</p>			
<p>10 Understand how to communicate and provide aftercare advice to clients</p>	<p>10.1 clarify beneficial and unsuitable home products for use by the client</p> <p>10.2 explain how the continual use of heated equipment can affect permed hair</p> <p>10.3 justify recommended time intervals between perming and other services</p> <p>10.4 explain how lifestyle factors can affect the hair</p> <p>10.5 clarify how perming can affect other services</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	10.6 explain how to maintain the permed effect achieved 10.7 explain the need for the client to avoid tension on the hair 10.8 explain how to give effective advice and recommendations to clients 10.9 summarise how to give clear instructions to those with less technical knowledge and experience than themselves			

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

Unit 16: Provide Creative Hair Extension Services

Unit code:	GH23
Unit reference number:	F/600/1274
QCF level:	3
Credit value:	8
Guided learning hours:	64

Unit summary

This is a job-ready unit which is competency based. This unit is about the skills required to provide a full hair extension service to clients. It includes preparing and creatively selecting, blending and placing hair extensions to add length, colour and/or volume to the client's hair. Cutting the new extensions for creatively styling and finishing is required, as is the maintenance and removal of extensions.

Assessment requirements/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 demonstrate in their everyday work that they have met the standard for providing creative hair extension services.
- 3 The assessor will observe the learner's performance on three occasions, each on different clients which must include:
 - a full head of extensions
 - a partial head of extensions covering at least 25% of the head
 - use of man-made fibre extensions.
- 4 The learner must show that they have:
 - used all the attachment systems:
 - a hot
 - b cold

- used two out of the four cutting tools*:
 - a clippers
 - b scissors
 - c thinning scissors
 - d razors
- taken account of all the factors:
 - a attachment method
 - b direction and fall of the hair extensions
 - c the quantity of added hair
 - d the need to blend client's hair and hair extensions
 - e head and face shape
 - f hair growth pattern
 - g client's own hair length
 - h hair texture
 - i hair density
 - j hair elasticity
 - k evident hair damage
 - l traction alopecia
 - m lifestyle
 - n hairstyle
- considered all the contra-indications:
 - a skin sensitivities
 - b history of previous allergic reactions
 - c hair and scalp disorders
 - d medical advice or instructions
- carried out all tests
 - a pull
 - b elasticity
 - c skin
- used both types of hair extensions
 - a man-made
 - b human
- carried out full head and partial head extensions
 - a full head
 - b partial head

- used three out of the five cutting techniques*
 - a point cutting
 - b tapering
 - c freehand
 - d razoring
 - e texturising
- used three out of the four creative finishing techniques*
 - a drying
 - b product application
 - c setting
 - d use of heated styling equipment
- given all the advice
 - a suitable homecare products, tools and equipment and their use
 - b hair care
 - c how to maintain their style
 - d types of problems that can arise and courses of action

*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 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.

Note: Use of clipper attachments is not allowed in this unit.

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 maintain effective and safe methods of working when adding hair extensions</p>	<p>1.1 protect the client’s clothing throughout the service</p> <p>1.2 wear personal protective equipment, when required</p> <p>1.3 keep the work area clean and tidy throughout the service</p> <p>1.4 sequence the work in a way that is suitable for the attachment system used, style and ease of working</p> <p>1.5 use safe working methods that</p> <ul style="list-style-type: none"> - make effective use of resources - minimise the risk of harm or injury to themselves and others <p>1.6 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.7 use cutting tools and equipment that are safe and fit for the purpose and ensure all sharps are disposed of to meet legal and salon requirements</p> <p>1.8 complete the hair extension service within a commercially viable time</p> <p>1.9 complete client records so that they are accurate, easy to read and up-to-date</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to plan and prepare to add hair extensions</p>	<p>2.1 examine the hair and scalp to identify any factors that may affect the service</p> <p>2.2 ask the client appropriate questions to establish any known contra-indications to the hair extension service</p> <p>2.3 record accurately the client's responses to questioning</p> <p>2.4 conduct a range of tests on the client's hair and skin following manufacturer's instructions and recognised industry procedures</p> <p>2.5 take a suitable course of action when contra-indications cause doubts as to the suitability of the service for the client</p> <p>2.6 confirm and agree type, length and colour of hair extensions the client wishes before ordering</p> <p>2.7 select and use hair extensions which are:</p> <ul style="list-style-type: none"> - of a suitable texture - of a suitable colour - custom blended - of a suitable length - of a suitable width 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 prepare the hair extensions to avoid wastage, tangling and to meet the manufacturer's instructions</p> <p>2.9 prepare the client's hair in a way suitable for the technique to be used</p> <p>2.10 make sure the availability of assistance, where required.</p>			
<p>3 Be able to attach hair extensions</p>	<p>3.1 confirm the look agreed at consultation prior to starting the service</p> <p>3.2 section the hair in a way that will allow the hair extensions to lie in the direction required and part the sections cleanly and evenly for the techniques to be used</p> <p>3.3 separate and secure any hair not being extended to keep the section clearly visible</p> <p>3.4 use attachment systems that effectively secure hair extensions into the client's hair to meet style requirements</p> <p>3.5 add and attach hair in a way that takes into account the factors influencing the service</p> <p>3.6 maintain a suitable and even tension throughout the process</p> <p>3.7 check the comfort of the client at regular intervals throughout the service and adjust the tension if necessary</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.8 identify and resolve any problems occurring during the service</p> <p>3.9 make sure, on completion, that the hair extensions give a balanced and well proportioned look suitable for the intended style and the density of the client's hair</p>			
<p>4 Be able to cut and finish hair with extensions</p>	<p>4.1 establish and follow cutting guidelines suitable to achieve the look required</p> <p>4.2 adapt the cutting techniques to take account of factors which influence working on hair extensions</p> <p>4.3 adapt the crosschecking methods to suit the fall of the hair extensions</p> <p>4.4 change own position around the client to ensure the accuracy of the cut</p> <p>4.5 combine and adapt the cutting techniques in an innovative way to achieve the desired look</p> <p>4.6 consult with the client during the cutting service to confirm the desired look</p> <p>4.7 use creative finishing techniques and products that complement the required look that satisfy the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to maintain and remove hair extensions	5.1 maintain and remove hair extensions following manufacturers' instructions 5.2 use the correct tools and products to remove extensions and minimise damage to the client's hair 5.3 leave the client's hair free of product build up and debris and ready for the next service 5.4 give the clients constructive advice on the maintenance of their own hair, hair extensions and finished look			
6 Understand the salon's and legal requirements	6.1 explain the salon's requirements for client preparation 6.2 explain the salon's expected service times for adding hair extensions 6.3 explain the salon's and legal requirements for disposal of sharps and waste materials 6.4 explain own responsibilities under the current Electricity at Work Regulations 6.5 explain own responsibilities under the current Control of Substances Hazardous to Health in relation to hair extension products 6.6 summarise the salon's image and expected standards of service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand how to work safely, effectively and hygienically when adding hair extensions</p>	<p>7.1 describe the appearance of contact dermatitis and how to avoid developing it whilst carrying out hair attachment services</p> <p>7.2 explain the range of protective clothing that should be available for clients and self and why it is important to use it</p> <p>7.3 explain how the position of the client and self can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>7.4 explain the safety considerations which must be taken into account when adding hair extensions</p> <p>7.5 explain why it is important to avoid cross-infection and infestation</p> <p>7.6 explain why it is important to keep the work area clean and tidy and use methods of working safely and hygienically which minimise the risk of cross-infection and cross infestation</p> <p>7.7 compare methods of cleaning, disinfection and/or sterilisation used in salons</p> <p>7.8 explain the correct use and maintenance of tools and equipment</p> <p>7.9 explain the importance of personal hygiene</p> <p>7.10 explain the importance of questioning clients to establish any contra-indications to hairdressing services and recording their responses</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand tests and testing procedures for hair extension services	<p>8.1 explain the types and purposes of tests and the importance of following manufacturer's instructions</p> <p>8.2 explain the methods of and reasons for conducting pull tests</p> <p>8.3 explain when and how tests should be carried out and the expected results</p> <p>8.4 explain how the results of tests can influence all aspects of the service</p> <p>8.5 explain the potential consequences of failing to carry out tests</p> <p>8.6 explain the courses of action to take in the event of adverse reactions to tests and when contra-indications are encountered</p> <p>8.7 explain why it is important to record test results</p>			
9 Understand hair and skin structure	<p>9.1 explain the factors that must be taken into consideration prior to adding hair extensions</p> <p>9.2 describe the average rate of hair growth</p> <p>9.3 explain the potential consequences of excessive tension on the hair</p> <p>9.4 explain how to identify the signs of traction alopecia</p> <p>9.5 explain the potential effects on the client's hair of wearing extensions over a long period of time</p> <p>9.6 explain how contra-indications can affect the delivery of hair extension services to clients</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand preparation requirements for hair extension services</p>	<p>10.1 compare the types of hair extension products available and their respective advantages and disadvantages</p> <p>10.2 explain the principles for blending added hair</p> <p>10.3 describe how to mix a number of added hair colours</p> <p>10.4 explain how to prepare hair extensions ready for use following manufacturers' instructions</p> <p>10.5 compare the general differences in preparation requirements between human hair and man-made extensions</p> <p>10.6 explain how the client's hair should be prepared for each of the hair attachment techniques</p> <p>10.7 explain how to conduct an examination of the hair and scalp to recognise factors which will affect the hair extension service</p> <p>10.8 explain the importance of following the manufacturer's preparation instructions for the system(s) in use in the salon</p> <p>10.9 explain the hair extension systems and attachment methods where assistance may be required</p> <p>10.10 compare the length of time the hair attachment processes are likely to take</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>11 Understand how to perform hair extension services</p>	<p>11.1 explain how to judge the quantity of hair to be added to achieve a balanced and well proportioned look</p> <p>11.2 explain how the intended final styling can affect the hair extension process</p> <p>11.3 compare how the attachment systems can affect the way extensions are added and cut</p> <p>11.4 explain how the attachment systems secure hair extensions into the client's hair</p> <p>11.5 compare the advantages and disadvantages of the different methods of attachment</p> <p>11.6 explain the range of specialist equipment necessary for each attachment method and how these are used</p> <p>11.7 explain the manufacturer's instructions for the attachment of extensions for the system(s) in use in the salon</p> <p>11.8 explain why it is important to maintain a correct and even tension when adding hair extensions</p> <p>11.9 explain how to maintain hot and cold hair attachment systems and why maintenance is important to how long the hairstyle will last</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>11.10 explain how to remove hot and cold hair attachment systems</p> <p>11.11 explain why it is important to remove product build up and debris as part of the extension removal process</p>			
12 Understand problem solving when adding hair extensions	<p>12.1 explain the types of problems that can occur when adding hair extensions and how to remedy them</p> <p>12.2 explain the courses of action to take in the advent of the presence of the contra-indications</p>			
13 Understand cutting and finishing techniques and products when working with extensions	<p>13.1 explain the reasons for establishing and following guidelines</p> <p>13.2 explain why and how hair sectioning needs to be adapted when hair extensions are present</p> <p>13.3 explain how to creatively carry out cutting techniques to blend the client's own hair and the hair extensions to suit the style requirements</p> <p>13.4 explain why and how cutting techniques should be adapted when hair extensions are present</p> <p>13.5 explain why and how checking methods for cutting should be adapted when hair extensions are present</p> <p>13.6 explain the types of styling and finishing techniques that can and cannot be used with hair extensions and why</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>14 Understand how to communicate and provide aftercare advice for clients</p>	<p>13.7 explain the types of finishing products suitable for use with hair extensions</p> <p>13.8 clarify the types and purpose of specialist products available for the aftercare of hair extensions</p> <p>13.9 explain the types of products to use when removing hot and cold hair extensions</p> <p>14.1 describe the types of anxieties commonly experienced by clients undergoing the hair extension process</p> <p>14.2 explain how to help relieve client anxieties in a reassuring way</p> <p>14.3 explain how to give effective advice and recommendations to clients</p> <p>14.4 explain how to detangle hair from point to root using specialised combs and brushes</p> <p>14.5 explain the importance of following manufacturers' instructions when shampooing and conditioning the hair</p> <p>14.6 clarify products for home use that will benefit the client and how to protect the hair when sleeping and why</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	14.7 summarise how lifestyle can affect the client's choice of style 14.8 explain how the use of artificial hair can affect their styling possibilities 14.9 explain how to maintain their agreed style, how long the hair extensions can be expected to last and removal requirements 14.10 describe how to deal with signs of traction alopecia			

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

Unit 17: Provide Specialist Consultation Services for Hair and Scalp Conditions

Unit code:	GH24
Unit reference number:	H/601/4633
QCF level:	4
Credit value:	5
Guided learning hours:	39

Unit summary

This is a job-ready unit which is competency based. This unit is about providing a comprehensive consultation service to clients who have adverse hair and scalp conditions. This includes being able to identify a range of hair and scalp conditions, advise on a suitable course of action and refer clients to other specialists when required.

This unit applies to both hairdressing and barbering salons.

Assessment requirements/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 will need to demonstrate in their everyday work that they have met the standards for providing consultation services for hair and scalp conditions.
- 3 The assessor will observe these aspects of the learner's performance on at least three occasions using three different clients.
- 4 The learner must show that they have:
 - used all the consultation techniques
 - a questioning
 - b visual
 - c manual
 - d reference to client records
 - considered all the factors limiting or affecting treatment
 - a contra-indications
 - b incompatibility of previous services and products used

- c test results
- advised the client on the different courses of action
 - a referral to a pharmacist
 - b referral to a general practitioner
 - c referral to a registered trichologist
 - d referral to alternative sources of support in line with salon procedure
 - e offering information, advice and guidance
- covered all implications
 - a cost and frequency of maintenance
 - b limitations to other services
 - c ongoing changes to their existing hair or scalp regime.

NB. When performance evidence is not available, Range 2 and 3 may be fully covered by knowledge evidence.

- 5 It is likely most evidence of the learner performance will be gathered from the observations made by the assessor but they 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
1 Be able to establish client requirements	<p>1.1 create a setting in which clients feel comfortable</p> <p>1.2 use effective consultation techniques to identify and agree client expectations</p> <p>1.3 discuss with clients any differences between their expectations and the reality of resource limitations, as required</p> <p>1.4 clarify and review with clients their concerns and expectations</p> <p>1.5 facilitate access to additional or alternative sources of support, as required</p> <p>1.6 comply with all relevant legislation, guidelines and ethical requirements</p>			
2 Be able to identify hair and scalp conditions	<p>2.1 establish the client's hair and scalp condition and the nature and extent of any problems</p> <p>2.2 identify any contra-indications or factors limiting or preventing the treatments by questioning the client and referring to previous consultation records</p> <p>2.3 record the client's responses to questioning the outcomes of any tests</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 conduct relevant tests on the client's hair following recognised industry procedures and salon policy</p> <p>2.5 take suitable courses of action when contra-indications and or reactions to tests cause doubts as to the suitability of the treatment for the client</p>			
<p>3 Be able to review options and decide on a course of action</p>	<p>3.1 identify the available options and products to treat the client's hair and scalp conditions</p> <p>3.2 recommend a suitable course of action that takes into account the client's available resources</p> <p>3.3 explain and agree the procedure, potential benefits, effects and implications of the treatment to the client</p> <p>3.4 communicate with the client in a manner that maintains goodwill, trust and confidentiality</p>			
<p>4 Understand organisational and legal requirements</p>	<p>4.1 explain own responsibilities under current relevant health and safety legislation, standards and guidance, eg Health and Safety at Work Act (and any other relevant legislation)</p> <p>4.2 explain own organisational, legal procedures and requirements regarding the guidance and support that can be provided to clients</p> <p>4.3 explain the importance of not discriminating against clients with illnesses and disabilities and why, eg Disability Discrimination Act</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 explain the age at which an individual is classed as a minor and how this differs nationally</p> <p>4.5 explain why it is important, when treating minors, to have a legal guardian present</p> <p>4.6 explain the importance of the correct completion, storage and security of client records in relation to the Data Protection Act</p> <p>4.7 explain own legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services</p> <p>4.8 explain salon procedures and policies in relation to conducting tests</p> <p>4.9 explain the limits and boundaries of own duties and responsibilities and why it is important to explain these to the client</p> <p>4.10 explain the salon's policy for referring clients to other sources and professionals</p> <p>4.11 explain the role of other professionals, eg Trichologist, GP and the specialist services that they can offer</p> <p>4.12 explain the importance of and how to complete client records</p> <p>4.13 explain the legal significance of gaining signed, informed client consent to treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to consult with clients</p>	<p>5.1 explain the importance of creating a setting in which clients feel comfortable</p> <p>5.2 explain the importance and means of showing the client courtesy, empathy and sensitivity throughout their visit</p> <p>5.3 explain why it is important to encourage and allow time for clients to ask questions and express concerns</p> <p>5.4 explain the types of expectations, concerns and needs which clients may have</p> <p>5.5 explain how to explore the client's expectations and needs and explain any treatment limitations</p> <p>5.6 explain the types of additional sources of treatments and support that may be of interest to clients</p> <p>5.7 explain how to support the client in prioritising their needs and making a decision on a suitable course of action</p> <p>5.8 explain the importance of and how to check that clients understand verbal and any written information that they have been given</p> <p>5.9 explain the importance of confirming and recording the course of action that is to be taken for the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.10 explain the importance of respecting individual religions and cultural rights and beliefs in respect of the service offered and products used</p> <p>5.11 explain the importance of, and reasons for, not naming specific contra- indications when encouraging clients to seek medical advice</p> <p>5.12 explain why it is importance to consider the need for client privacy</p> <p>5.13 explain the importance of gathering information on the client's previous, current and ongoing medical history and lifestyle that may affect the treatment</p> <p>5.14 explain the importance of taking into consideration the clients resources, eg cost and time</p> <p>5.15 explain the additional or alternative sources of support available for clients' conditions</p> <p>5.16 explain the importance of monitoring and reviewing the treatments to ensure it remains of value to the client</p> <p>5.17 explain the importance of being aware of clients that may be wearing temporary postiche to disguise forms of alopecia and dealing with this professionally and sensitively</p> <p>5.18 explain the social and psychological effects of changed image on the client</p> <p>5.19 explain the importance of client confidentiality and what might happen if it is not maintained</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand contra-indications to treatments and hair and scalp analysis</p>	<p>6.1 explain contra-indications which may prevent treatment and why, eg infectious or contagious conditions, open cuts, recent scarring and abrasions, any medical condition requiring specialist or general practitioner approval etc</p> <p>6.2 explain contra-indications which restrict or where caution should be taken in specific areas and why, eg epilepsy, diabetes, high and low blood pressure, pregnancy, product allergies, skin sensitivity and metal braces and jewellery in the treatment area etc</p> <p>6.3 explain the types of hair and scalp conditions that should be referred to a Pharmacist, General Practitioner or registered Trichologist and why</p> <p>6.4 explain why it is important to identify factors that may limit or affect services and products which can be used</p> <p>6.5 explain how different factors can limit or affect the services and products that can be offered to the clients, eg lifestyle, adverse hair and scalp conditions, the incompatibility of previous services and products used</p> <p>6.6 explain how to recognise treatable hair and scalp conditions, eg dry, oily and sensitised scalp, scaling scalp, pityriasis capitis, chemical, physical and environmental damage, diffuse hair loss</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Understand the anatomy and physiology of the hair and skin</p>	<p>6.7 explain how other signs and symptoms can give an indication of the cause of the problem and confirm the required course of action, eg pitted nails, weight loss and lethargy</p> <p>6.8 describe the likely causes of various adverse hair and scalp conditions</p> <p>6.9 compare the types and purposes of tests, eg porosity, elasticity, incompatibility</p> <p>6.10 explain when and how tests should be carried out and the importance of recording test results</p> <p>7.1 describe the structure and function of the cell</p> <p>7.2 describe the structure and functions of the skin, ie epidermis, dermis, appendages, subcutaneous layer and nerve endings</p> <p>7.3 describe the structure and functions of the hair</p> <p>7.4 explain the hair growth cycle and how it influences present and future treatments</p> <p>7.5 describe the different hair types, eg vellus, terminal, lanugo</p> <p>7.6 explain the reasons for normal and abnormal hair growth, ie topical, congenital, systemic</p> <p>7.7 describe the general factors that contribute to healthy hair and scalp, eg nutrition, general health, environment, chemicals</p> <p>7.8 explain the ageing process on the hair and skin</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.9 explain the different types of hair loss (alopecia) their causes and how to recognise them 7.10 explain the stages of male and female pattern hair loss using different classifications, eg Hamilton, Ludwig			

Learner name: _____ Date: _____

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

Unit 18: Provide Hair and Scalp Treatments

Unit code:	GH25
Unit reference number:	M/601/4635
QCF level:	4
Credit value:	7
Guided learning hours:	52

Unit summary

This is a job-ready unit which is competency based. This unit is about providing specialist hair and scalp treatments and advice to clients to improve specific hair and scalp conditions. This includes being able to select and perform a variety of hair and scalp treatments using appropriate products, tools, equipment and techniques.

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 will need to demonstrate in their everyday work that they have met the standards for providing hair and scalp treatments.
- 3 The assessor will observe these aspects of the learner's performance on at least four occasions on different clients, one of which must be treating a scaling scalp and another for diffuse hair loss.
- 4 The learner must show that they have:
 - used five of the six treatment products*
 - a oils
 - b creams
 - c lotions
 - d spirit based products
 - e treatment conditioners
 - f treatment shampoos

- used all types of tools and equipment
 - a vibro massage
 - b high frequency
 - c heat accelerators
 - d steamers
- considered all the factors
 - a hair condition
 - b scalp condition
 - c unusual features on the scalp
 - d hair length
 - e hair density
- covered seven of the nine hair and scalp conditions*
 - a dry scalp
 - b oily scalp
 - c sensitised scalp
 - d pityriasis capitis
 - e diffuse hair loss (general thinning)
 - f chemically damaged hair
 - g environmentally damaged hair
 - h physically damaged hair
- used all the massage techniques
 - a effleurage
 - b petrissage
 - c vibration
- covered all the treatment objectives
 - a improvement of hair condition
 - b improvement of scalp condition
- given all aftercare advice
 - a avoidance of activities which may cause contra-actions
 - b future treatment needs
 - c suitable home care products and their use.

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

- 5 It is likely most evidence of the learner performance will be gathered from the observations made by the assessor but they 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 maintain safe and effective methods of working when providing hair and scalp treatments</p>	<p>1.1 make sure the client's clothing is effectively protected throughout the treatment</p> <p>1.2 position themselves and the client to meet the needs of the treatment without causing discomfort</p> <p>1.3 keep the work area clean and tidy throughout the treatment</p> <p>1.4 remove waste immediately at the end of the treatment</p> <p>1.5 use working methods that</p> <ul style="list-style-type: none"> - - minimise the wastage of treatment products - minimise the risk of cross-infection - make effective use of their working time - ensure the use of clean resources - minimise the risk of harm or injury to themselves and others - minimise the risk of damage to tools and equipment <p>1.6 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to the clients and colleagues</p> <p>1.7 adopt a positive, polite and reassuring manner towards the client throughout the treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 make sure the treatment is cost effective and is carried out within a commercially viable time</p> <p>1.9 keep client consultation records up-to-date, accurate, complete, legible and signed by themselves and the client</p>			
<p>2 Be able to plan, prepare and perform the hair and scalp treatment</p>	<p>2.1 identify factors that may influence the treatment</p> <p>2.2 select suitable treatment products, tools and equipment to treat the hair and scalp conditions</p> <p>2.3 prepare the hair and scalp to meet the needs of the treatment</p> <p>2.4 consult with the client to confirm they understand each stage of the treatment process and the sensation created by the products, tools and equipment being used</p> <p>2.5 use products, tools and equipment in line with manufacturers' instructions and salon policy</p> <p>2.6 adjust the setting and duration of the equipment to suit the client and hair and scalp conditions</p> <p>2.7 apply and adapt massage techniques to meet the client's needs and treatment objectives</p> <p>2.8 take appropriate and prompt remedial action if contra-actions or discomfort occur during the course of the treatment</p> <p>2.9 leave the hair and scalp clean and free of the treatment products, as required</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.10 complete the treatment to the client's satisfaction and to meet the treatment objectives</p> <p>2.1.1 give the clients suitable aftercare advice</p>			
<p>3 Understand organisational and legal requirements</p>	<p>3.1 explain own responsibilities under current relevant health and safety legislation, standards and guidance eg Health and Safety at Work Act, Electricity at Work Act, COSHH, etc</p> <p>3.2 explain organisational and legal procedures and requirements regarding the treatment of hair and scalp conditions</p> <p>3.3 explain the importance of following organisation and manufacturers' requirements for the use of products, tools and equipment</p> <p>3.4 explain the importance of the correct completion, storage and security of client records in relation to the Data Protection Act</p> <p>3.5 explain how to complete client records and the importance of and reasons for gaining client signatures</p> <p>3.6 explain the legal significance of gaining signed, informed client consent to treatment</p> <p>3.7 explain own legal responsibilities under current consumer and retail legislation for describing the features and benefits of products and services</p> <p>3.8 explain the limits and boundaries of their duties and responsibilities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to work safely, effectively and hygienically when carrying out hair and scalp treatments</p>	<p>4.1 explain the importance of ensuring the client has received medical approval, as requested, prior to treatment and why</p> <p>4.2 explain the protective equipment that must be available, why it is important to use it, and when to use it for hair and scalp treatments</p> <p>4.3 explain how the position of the client and themselves can reduce fatigue and the risk of injury</p> <p>4.4 explain why it is important to position tools and equipment for ease of use</p> <p>4.5 describe the safety considerations which must be taken into account when carrying out hair and scalp treatments</p> <p>4.6 explain methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>4.7 explain why it is important to maintain standards of personal hygiene and presentation</p> <p>4.8 compare the different methods of cleaning tools and equipment used in salons</p> <p>4.9 explain the importance of carrying out hair and scalp treatments in a commercially viable time</p> <p>4.10 explain the importance of compiling pricing structures for hair and scalp treatments that are cost effective</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand the anatomy and physiology of the hair and scalp</p>	<p>4.11 explain why it is important to consider the need for client privacy</p> <p>4.12 explain why it is important to record client responses to questioning</p> <p>4.13 explain the legal significance of client questioning and the recording of client's responses to questioning</p> <p>4.14 explain the importance of recognising own skills and limitations when carrying out hair and scalp treatment</p> <p>5.1 explain the structure, function and action of muscles within the hair and scalp</p> <p>5.2 describe the position of the primary bones within the hair and scalp</p> <p>5.3 explain the basic principles of the endocrine system and how this impacts on the hair and scalp</p> <p>5.4 explain the structure and function of the circulatory system and how this impacts on the hair and scalp</p> <p>5.5 explain the structure and function of the lymphatic system and how this impacts on the hair and scalp</p> <p>5.6 explain the structure and function of the nervous system and how this impacts on the hair and scalp</p> <p>5.7 explain the physical and psychological effects of hair and scalp treatments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand hair and scalp treatments and aftercare advice for clients</p>	<p>6.1 describe the different types of hair and scalp treatment and products available for use</p> <p>6.2 explain how different hair and scalp conditions can affect the choice and use of products, tools and equipment</p> <p>6.3 explain the importance of identifying factors that may influence the treatment choice and application, eg unusual scalp features such as cysts, warts, moles etc</p> <p>6.4 explain the preparation and application of the hair and scalp treatment products, tools and equipment</p> <p>6.5 explain the active ingredients in specialist hair and scalp products and how they work</p> <p>6.6 describe the different types of medical treatments for hair loss, eg Minoxodil, Finastride</p> <p>6.7 compare the different effects and benefits of massage techniques</p> <p>6.8 compare the different effects, benefits, uses and limitations of hair and scalp products, tools and equipment</p> <p>6.9 explain how to recognise erythema and hyperaemia and its causes</p> <p>6.10 explain the importance of adapting massage techniques, treatments and equipment to suit the hair and scalp condition and the client's needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.11 describe the different types of technological advancements in the treatment of hair and scalp conditions, eg hair transplants, micro-pigmentation, product advancement etc</p> <p>6.12 explain the effects of chemotherapy and radiotherapy on hair growth</p> <p>6.13 explain the advice and support available for clients with hair loss</p> <p>6.14 summarise the importance of explaining the need for a course of treatment to ensure the best possible results</p> <p>6.15 explain the importance of evaluating the effectiveness of the hair and scalp treatment</p> <p>6.16 explain the possible contra-actions which may occur during and post treatments, and how to deal with them</p> <p>6.17 explain the lifestyle factors and changes that may be required to improve the effectiveness of treatments</p> <p>6.18 describe post treatment restrictions and future treatment needs</p> <p>6.19 describe suitable aftercare products that will benefit the client and those to avoid and why</p>			

Learner name: _____
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Unit 19: Provide Shaving Services

Unit code:	GB6
Unit reference number:	H/600/1025
QCF level:	3
Credit value:	4
Guided learning hours:	29

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about the skills needed to deliver a professional shaving service. The preparation and use of professional shaving tools is required in order to achieve this unit.

Assessment requirements/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 shaving.
- 3 The assessor will observe the learner's performance on at least three occasions.
- 4 The learner must show that they have:
 - shaved full facial hair and beard outlines:
 - a full facial hair
 - b beard outlines
 - used all the types of tools and equipment:
 - a clippers
 - b open blade razors
 - c lathering brushes
 - d sponges
 - e applicators

- taken into account all the factors:
 - a adverse skin conditions
 - b unusual features
 - c hair growth patterns
 - d hair density
 - e facial contour
 - f facial piercing
 - g clients' wishes
 - used all the lathering products:
 - a creams
 - b oils
 - used all the lathering techniques:
 - a application by brush
 - b application by massage
 - used all the shaving techniques:
 - a skin tensioning
 - b forehand razoring
 - c backhand razoring
 - d sponge shaving
 - used all the finishing products:
 - a astringents
 - b moisturising balms
 - c powder
 - given all the advice:
 - a exfoliating
 - b cleansing
 - c moisturising
 - d how and when to shave
 - e suitable homecare products and equipment
 - f potential for a change of look.
- 5 It is likely most evidence of the learner's performance will be gathered from the observations made by the assessor but they 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 maintain safe and effective methods of working when providing shaving services</p>	<p>1.1 protect the client’s clothing and eyes and keep their face and neck free of beard clippings throughout the service</p> <p>1.2 wear gloves throughout the shaving service</p> <p>1.3 keep the work area clean and tidy throughout the service</p> <p>1.4 remove waste during and at the end of the shaving service</p> <p>1.5 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 waste of products and materials - make effective use of the working time - ensure the use of clean resources - minimise harm or injury to themselves and others 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 maintain personal standards of health and hygiene minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.7 clean and disinfect all tools and equipment immediately after the service</p> <p>1.8 identify factors that may influence the service prior to shaving</p> <p>1.9 question the client to identify if they have any known contra-indications to shaving services and record their responses</p> <p>1.10 dispose of used sharps and any hazardous waste to meet legal and salon requirements</p> <p>1.11 replenish low levels of resources, when required, to minimise disruption to their own work and clients</p> <p>1.12 identify and report any products needing reorder to the relevant person(s) promptly</p> <p>1.13 complete the shaving service within a commercially viable time</p> <p>1.14 complete client records so that they are accurate, easy to read and up-to-date</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to prepare the hair and skin for shaving</p>	<p>2.1 choose products, tools and equipment based on the results of consultation with the client and other relevant factors</p> <p>2.2 prepare, apply and adapt the use of hot towels to suit the needs of the service and the comfort of the client</p> <p>2.3 reduce the beard to the correct length for shaving, where required</p> <p>2.4 prepare the skin for shaving, cleansing and/or exfoliating</p> <p>2.5 prepare lathering products so they are fit for use in time for the shaving service</p> <p>2.6 apply lathering products in a way that takes account of identified factors and minimises the risk of the product being spread to the client's eyes, clothes and surrounding area</p> <p>2.7 use lathering techniques which achieve an even coverage of product to the areas to be shaved</p>			
<p>3 Be able to effectively shave hair</p>	<p>3.1 consult with the client to confirm the client's satisfaction with the agreed look prior to, during and on completion of the shaving service</p> <p>3.2 adapt the shaving techniques to take account of influencing factors and achieve the desired look</p> <p>3.3 position the client throughout the service to ensure the safe and effective removal of hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 maintain or replace the cutting edge of razors during the shaving service, when required</p> <p>3.5 take suitable remedial action to resolve any problems arising during the shaving service</p> <p>3.6 leave the client's skin free from lathering products and excess moisture after shaving service</p> <p>3.7 cool the client's skin after shaving when face massage is not required</p> <p>3.8 apply finishing products, when used, to achieve the desired effect</p> <p>3.9 provide aftercare advice and recommendations including information on homecare products</p>			
4 Understand salon and legal requirements	<p>4.1 explain the salon's requirements for client preparation</p> <p>4.2 justify the salon's expected service times for shaving facial hair</p> <p>4.3 explain the salon's and legal requirements for disposal of sharps, hazardous and waste materials</p> <p>4.4 explain own responsibilities under the current Electricity at Work Regulations</p> <p>4.5 explain any typical limitations placed on the use of fixed blade razors by local bye-laws and legislation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to work safely, effectively and hygienically when shaving facial hair</p>	<p>5.1 identify protective clothing that should be available for themselves and clients</p> <p>5.2 explain why it is important to wear gloves when shaving</p> <p>5.3 explain why it is important to protect clients from hair clippings</p> <p>5.4 explain how the position of themselves and client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>5.5 explain the safety considerations which must be taken into account when shaving</p> <p>5.6 explain why it is important to check for infestation and avoid cross-infection</p> <p>5.7 explain why it is important to keep the work area clean and tidy</p> <p>5.8 describe methods of cleaning, disinfecting and sterilisation used in salons</p> <p>5.9 describe methods of working safely and hygienically which minimise the risk of cross-infection and cross-infestation</p> <p>5.10 explain the correct use and maintenance of shaving tools and equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand hair and skin factors that affect shaving services	5.11 explain why it is important to position tools and equipment for ease of use 5.12 explain the importance of using the correct type of barber's chair for shaving services 5.13 explain the importance of personal hygiene 5.14 explain the importance of questioning clients to establish any contra-indications to the shaving service and recording the responses 5.15 explain the importance of keeping and maintaining client records 6.1 describe the structure of the skin 6.2 explain the factors that must be taken into consideration prior to and during the shaving service 6.3 describe the scalp and facial skin disorders commonly affecting men and how to recognise them 6.4 explain the importance of lathering and the function it performs on the skin and the hair 6.5 explain the effect of heat on the hair and skin 6.6 explain the potential risk of ingrowing hair resulting from continual close shaving			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand how to use shaving products and equipment	<p>7.1 describe the types of open blade razors with disposable blades available for professional use</p> <p>7.2 explain how to prepare an open blade razor with disposal blade for use</p> <p>7.3 explain how to prepare and use lathering products correctly</p> <p>7.4 explain the types of finishing products available for use and their effects on skin</p>			
8 Understand how to use shaving techniques	<p>8.1 explain in what circumstances shaving services should not be carried out</p> <p>8.2 explain when and why it is necessary to reduce beard length prior to shaving</p> <p>8.3 describe how to carry out different shaving techniques</p> <p>8.4 explain why skin needs to be tense during shaving</p> <p>8.5 explain the importance of adapting shaving techniques in relation to the direction of hair growth</p> <p>8.6 describe when and why to use brush and massage techniques to apply lathering products</p> <p>8.7 explain the reasons for and effects of using cool towels after shaving</p> <p>8.8 explain why cold towels should not be used if the face is to be massaged</p> <p>8.9 describe when and why to use sponge shaving</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.10 explain the importance of working in a way which maintains the right skin temperature throughout the shaving process 8.11 explain the problems which may arise during the shaving process and ways of resolving them			
9 Understand how to communicate and provide aftercare advice to clients	9.1 explain the importance of consulting with clients throughout the cutting process 9.2 explain suitable shaving equipment and products for home use that will benefit the client and those to avoid and why 9.3 explain how to shave effectively and when to do so to maintain the desired look 9.4 explain when and how to cleanse, exfoliate and moisturise 9.5 explain how lifestyle can influence client's choice and possible change of style 9.6 explain how to give aftercare advice and recommendations to clients			

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

Unit 20: Provide Face Massage Services

Unit code:	GB9
Unit reference number:	A/600/1077
QCF level:	3
Credit value:	4
Guided learning hours:	32

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about providing face massage as a part of barbering services. The use of a variety of massage techniques to suit the needs of the client is required to achieve this unit.

Assessment requirements/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 providing face massage 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 types of products:
 - a cleansers
 - b toners
 - c moisturisers
 - d exfoliators
 - considered all the factors:
 - a previous shaving service
 - b skin types
 - c adverse skin conditions
 - d unusual features on the face
 - e facial piercing
 - used both types of massage media:

- a pre-blended oils
 - b creams
- used all the massage techniques:
- a effleurage
 - b petrissage
 - c tapotement.
- 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 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 maintain safe and effective methods of working when providing face massage services</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 wear gloves throughout the massage service, when necessary</p> <p>1.3 keep the work area clean and tidy throughout the service</p> <p>1.4 remove waste immediately at the end of the massage service</p> <p>1.5 use working methods that:</p> <ul style="list-style-type: none"> - minimise the risk of cross-infection - minimise the waste of products - make effective use of working time - ensure the use of clean resources - minimise harm or injury to themselves and others 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to prepare the skin for massage services	<p>1.6 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.7 complete the massage service within a commercially viable time</p> <p>1.8 complete client records so that they are accurate, easy to read and up to date</p> <p>2.1 identify factors that may influence the service prior to massage</p> <p>2.2 explain and agree the procedure, potential benefits and possible contra-indications of the treatment with the client</p> <p>2.3 choose products based on the results of consultation with the client and other relevant factors</p> <p>2.4 prepare the skin to meet the needs of the face massage service</p> <p>2.5 apply and adapt the use of hot towels to suit the needs of the service and the comfort of the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to carry out face massage services	3.1 consult with the client to confirm their satisfaction with the agreed service before commencing, throughout and on completion of the service 3.2 use a suitable massage medium and products, identified as a result of consultation with the client, to achieve adequate lubrication of the skin 3.3 adapt massage techniques and pressure, taking into account influencing factors, to meet the client's needs and avoid discomfort for the client 3.4 identify any reactions during the treatment, taking the appropriate and prompt action 3.5 leave the skin clean, toned and suitably moisturised 3.6 give the client suitable aftercare advice on the use of facial products			
4 Understand salon and legal requirements	4.1 explain the salon's requirements for client preparation 4.2 justify the salon's expected service times for face massage 4.3 explain the salon's and legal requirements for completing client records 4.4 explain the salon's and legal requirements for disposal of waste materials			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 explain own responsibilities under current Data Protection legislation</p> <p>4.6 explain own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of massage products</p>			
<p>5 Understand how to work safely, effectively and hygienically when massaging the face</p>	<p>5.1 explain contact dermatitis and how to avoid developing it whilst carrying out face massage services</p> <p>5.2 identify the protective clothing that should be available for clients</p> <p>5.3 explain the personal protective equipment available, when and why it should be used</p> <p>5.4 explain how the position of themselves and the client can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>5.5 explain the safety considerations which must be taken into account when massaging the face</p> <p>5.6 explain why it is important to check for infestation and avoid cross-infection</p> <p>5.7 explain why it is important to keep the work area clean and tidy</p> <p>5.8 compare methods of cleaning, disinfecting and sterilisation used in salons</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.9 summarise methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation 5.10 explain the importance of personal hygiene			
6 Understand how to choose face massage products	6.1 explain the types of products and massage media suitable for use with different skin types and massage techniques 6.2 describe the factors that can affect the choice and use of products and massage media			
7 Understand how to prepare the client for face massage	7.1 explain how factors can affect the delivery of face massage 7.2 describe how to cleanse the skin 7.3 explain the reasons for, and effects of, using hot and cool towels on the skin 7.4 explain types of skin exfoliation techniques and how and when to use them			
8 Understand how to use massage techniques and procedures	8.1 explain how to achieve adequate lubrication of the skin and why it is necessary 8.2 explain how to carry out different facial massage techniques 8.3 explain how and why massage techniques should vary on the different areas of the face 8.4 explain how to position and reposition the client for facial massage to avoid discomfort			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand anatomy and physiology related to face massage</p>	<p>8.5 identify the types of reactions that can occur during the massage service and how to remedy them</p> <p>8.6 explain the purpose of toners and their action on the skin</p> <p>8.7 describe how to cleanse, tone and moisturise the skin after massage</p> <p>9.1 describe the structure and function of the skin</p> <p>9.2 identify the position and actions of the facial muscles</p> <p>9.3 identify the names and positions of the facial bones</p> <p>9.4 explain how to recognise skin types and conditions that may affect the massage service</p> <p>9.5 describe how the natural ageing process affects facial skin and muscle tone</p> <p>9.6 explain how environmental and lifestyle factors affect the condition of the skin</p> <p>9.7 describe the function of blood and lymph and their roles in improving skin and muscle tone</p> <p>9.8 explain how massage affects blood flow and pulse rate</p> <p>9.9 explain the principles of lymph circulation and how massage affects the circulation of lymph</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Understand how to communicate and provide aftercare advice to clients	10.1 explain the types of products for home use that will benefit the client and those to avoid and why 10.2 explain the importance of regular cleansing, toning and moisturising 10.3 explain how to use effective communication and consultation techniques 10.4 state why it is important to explain the service to the client 10.5 explain how to give effective aftercare advice and recommendations to clients			

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

Unit 21: Perm African Type Hair

Unit code:	AH18
Unit reference number:	Y/600/1247
QCF level:	2
Credit value:	8
Guided learning hours:	70

Unit summary

This is a job-ready unit which is competency based. This unit is about carrying out perming and neutralising services. To achieve this unit, the learner will need to show they have the ability to select and use suitable products and undertake rearranging, winding and neutralising processes within a fixed time scale.

Assessment requirements/evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies for African Type Hair August 2007:

- 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 perming African type hair.
- 3 The assessor will observe these aspects of their performance on at least two occasions for rearranging, perming and neutralising processes.
- 4 The learner must show that they have:
 - used:
 - a skin protectors
 - b pre-perm treatments
 - c chemical rearranger
 - d perming lotions
 - e neutralisers
 - f conditioners
 - g finishing products

- questioned clients on all the areas on contra-indication:
 - a skin sensitivities
 - b history of previous allergic reaction to perming products
 - c other known allergies
 - d skin disorders
 - e incompatible products
 - f medical history
 - g time interval from last colour or perm
 - h previously relaxed hair
 - i recent removal of hair extensions
 - j recent removal of plaits without added hair
- carried out all the tests:
 - a elasticity
 - b porosity
 - c incompatibility
- covered all the analysis areas listed in the range:
 - a the scalp condition
 - b hair texture
 - c scalp disorders
 - d hair condition
 - e identification of previously permed hair
 - f need to cut hair prior to perming
 - g degree of product build-up
- considered all the factors:
 - a temperature
 - b density
 - c hair condition
 - d time
 - e scalp sensitivity
 - f sequence of application
 - g direction and degree of movement required
 - h hair length
 - i colour treated hair
 - j length of re-growth

- carried out rearranging on two out of the three* types of hair list:
 - a re-growth
 - b virgin hair
 - c colour treated hair
- used both sectioning and winding techniques:
 - a directional
 - b brick
- have given all the types of advice:
 - a time intervals between perming services
 - b permed hair maintenance
 - c use of suitable conditioning products
 - d use of suitable styling products
 - e time intervals for professional conditioning treatments.

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

- 5 It is likely most evidence of the learner's performance will be gathered from observations made by their assessor but they 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 for African Type Hair.

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 Use safe and effective methods of working when rearranging, perming and neutralising hair</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 wear personal protective equipment when using perming and neutralising chemicals</p> <p>1.3 position the client to meet the needs of the service without causing them discomfort</p> <p>1.4 keep the work area clean and tidy throughout the service</p> <p>1.5 remove waste immediately at the end of the perming and neutralising service</p> <p>1.6 use safe working methods that make effective use of resources</p> <p>1.7 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to the clients and colleagues</p> <p>1.8 identify and report any products that need re-ordering to the relevant person(s)</p> <p>1.9 identify and report any problems they cannot resolve</p> <p>1.10 complete the service within a commercially viable time</p> <p>1.11 complete client records so that they are accurate, easy to read and up-to-date</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to analyse the hair and prepare for perming</p>	<p>2.1 identify if the client has any contra-indications to perming services</p> <p>2.2 conduct and record outcomes of all necessary tests following manufacturers' instructions and recognised industry procedures</p> <p>2.3 determine the choice of products and application methods</p> <p>2.4 seek assistance from the relevant person(s) when contra-indications and or reactions to tests cause doubts as to the suitability of the service for the client</p> <p>2.5 make recommendations based on an accurate evaluation of the client's hair and its potential to achieve the effect required</p> <p>2.6 inform the client of the likely cost, duration and expected outcome of the service</p> <p>2.7 choose products, tools and equipment based on the results of the analysis, necessary tests, consultation with the client and relevant factors influencing the service</p> <p>2.8 prepare products following manufacturers' instructions</p> <p>2.9 make sure shampooing leaves the hair free from product build-up</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.10 protect the hairline and scalp prior to perming</p> <p>2.11 apply a suitable pre-perm treatment from root to end to even out hair porosity</p>			
<p>3 Be able to chemically rearrange hair</p>	<p>3.1 section the hair cleanly and evenly to assist the accurate application of the chemical re-arranger</p> <p>3.2 apply products accurately and safely, taking into account the results of the analysis and other factors influencing the service</p> <p>3.3 follow manufacturer's instructions to time the application and development of the chemical rearranger</p> <p>3.4 take strand tests to confirm the consistency and evenness of straightening has been achieved</p> <p>3.5 remove chemicals in a way which minimises the risk of damage to the hair and following manufacturers' instructions</p> <p>3.6 adapt the water temperature, pressure and direction to protect the hair condition</p> <p>3.7 leave the hair and scalp clean and free from chemicals and excess moisture</p> <p>3.8 leave the hair tangle-free without causing damage to the hair or scalp</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to perm and neutralise hair</p>	<p>4.1 use products and sectioning and winding techniques taking into account relevant factors influencing the service</p> <p>4.2 section and wind the hair cleanly and evenly to achieve the desired look</p> <p>4.3 secure any hair not being wound so as to keep the section clearly visible when required</p> <p>4.4 apply pre or post damping products evenly to the hair following manufacturers' instructions</p> <p>4.5 take meshes of hair which suit the size of the perming implement</p> <p>4.6 maintain an even tension throughout the winding process</p> <p>4.7 complete all winding operations within 35 minutes when using pre-damping products</p> <p>4.8 follow manufacturer's instructions to monitor and time the development of the perming process</p> <p>4.9 take development test curls to confirm the required degree of curl has been achieved</p> <p>4.10 remove products ensuring the water pressure does not dislodge the perm implements and the water temperature suits your client's comfort needs</p> <p>4.11 leave the hair free of perm lotion when the desired degree of curl is achieved</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand salon and legal requirements</p>	<p>4.12 remove excess moisture before applying neutraliser without disturbing the wound hair</p> <p>4.13 distribute the neutraliser evenly following the manufacturer's instructions</p> <p>4.14 remove the perm implements without disturbing the curl formation</p> <p>4.15 leave the hair free of neutraliser after the final rinse</p> <p>4.16 apply suitable activators and moisturisers at the end of the perming process</p> <p>4.17 give the client advice and recommendations on the maintenance of their perm</p> <p>5.1 describe the salon's requirements for client preparation</p> <p>5.2 describe the salon's expected service times for perming and neutralising work</p> <p>5.3 describe when and how to complete client records</p> <p>5.4 describe the salon's and legal requirements for disposal of waste materials</p> <p>5.5 outline own limits of authority for resolving perming and neutralising problems</p> <p>5.6 state the person(s) to whom they should report problems they cannot resolve</p> <p>5.7 describe responsibilities under current Data Protection legislation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.8 describe own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of perming and neutralising products</p> <p>5.9 describe responsibilities under the current Electricity at Work Regulations</p>			
<p>6 Understand how to work safely, effectively and hygienically when rearranging, perming and neutralising African type hair</p>	<p>6.1 identify the protective equipment and products available for clients</p> <p>6.2 identify the personal protective equipment available</p> <p>6.3 describe how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>6.4 explain why it is important to position tools and equipment for ease of use</p> <p>6.5 explain why it is important to use personal protective equipment</p> <p>6.6 identify the safety considerations which must be taken into account when perming and neutralising</p> <p>6.7 explain why it is important to keep the work area clean and tidy</p> <p>6.8 identify methods of working safely and hygienically and which minimise the risk of cross-infection and cross- infestation</p> <p>6.9 explain the importance of personal hygiene</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand how to analyse and test the hair and scalp	<p>6.10 compare the methods of sterilisation used in hairdressing salons</p> <p>6.11 explain the importance of questioning clients to establish any contra-indications to perming and relaxing services</p> <p>6.12 explain why it is important to record client responses to questioning</p> <p>6.13 outline the legal significance of client questioning and the recording of client's responses to questioning</p> <p>7.1 explain what a hair and scalp analysis should cover</p> <p>7.2 explain the importance of conducting a thorough analysis</p> <p>7.3 describe the types and purposes of tests</p> <p>7.4 describe when and how tests should be carried out and the expected results</p> <p>7.5 explain how the results of tests can influence the perming service and the potential consequences of failing to test</p> <p>7.6 outline the courses of action to take in the event of adverse reactions to tests</p> <p>7.7 explain why it is important to record test results</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand factors affecting perming</p>	<p>8.1 describe the effects of chemical rearrangers, perm lotions and neutralisers on the hair structure</p> <p>8.2 state the active ingredients in perming and neutralising products</p> <p>8.3 explain why and when chemical re-arranging of hair structure is necessary</p> <p>8.4 explain how temperature affects the perming process</p> <p>8.5 explain the importance of accurate timing and thorough rinsing of products</p> <p>8.6 describe the importance and effects of restoring the hair's pH balance after the perming and neutralising processes</p> <p>8.7 describe the importance of considering water temperature during the rinsing process</p> <p>8.8 describe how to recognise Trichorrhexis Nodosa and how to deal with this condition</p> <p>8.9 explain how different factors can affect the choice of perming and neutralising products</p> <p>8.10 describe the effect of hydrogen peroxide based neutralisers on dark hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand how to use products and equipment</p>	<p>8.11 explain the effect of overlapping products on to previously chemically treated hair</p> <p>8.12 state why previously relaxed hair should not be permed</p> <p>8.13 describe how and why the different contra-indications can affect the delivery of perming services to clients</p> <p>8.14 identify the difference between African and Caucasian hair type structures</p>			
<p>9.1 list the types of equipment used during the perm development process</p> <p>9.2 describe the importance of following the manufacturers' instructions for the specific perming and neutralising products in the salon</p> <p>9.3 describe why different applicators are used when chemically rearranging and their effect on the hair and scalp</p> <p>9.4 describe when and why it is important to use pre and or post-perm treatments</p> <p>9.5 identify the different types and uses of available pre-damping lotions, chemical rearrangers, and neutralisers</p> <p>9.6 explain the importance of using products economically</p>				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>10 Understand perming and neutralising techniques and problems</p>	<p>10.1 explain when to use the types of sectioning patterns</p> <p>10.2 describe the factors that influence the use of different sized perm implements</p> <p>10.3 describe the method of checking chemical re-arranger development and curl development</p> <p>10.4 describe methods of application of perm lotions, chemical rearrangers and neutralising agents</p> <p>10.5 outline the types and causes of problems that can occur during the perming and neutralising processes and how to resolve them</p> <p>10.6 describe the circumstances when hair may need to be cut prior to a service</p> <p>10.7 explain how to deal with scalp irritation during the perming process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>11 Understand how to communicate to clients information on hair maintenance and management</p>	<p>11.1 state how often to shampoo and condition their hair</p> <p>11.2 describe suitable conditioning treatments and the importance of regular conditioning</p> <p>11.3 identify the products to use for homecare, those to avoid and why</p> <p>11.4 describe how to protect hair whilst sleeping and why</p> <p>11.5 describe how lifestyle can affect the client's maintenance of their perm (eg active sports, career, job requirements and holidays)</p> <p>11.6 explain the importance of knowing when and why clients need to have their hair cut</p> <p>11.7 explain how the continual use of heated equipment can damage the hair</p> <p>11.8 state the recommended time intervals between perming and other chemical services</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Style African Type Hair Using Thermal Styling Techniques

Unit code:	AH30
Unit reference number:	K/600/1253
QCF level:	3
Credit value:	5
Guided learning hours:	49

Unit summary

This is a job-ready unit which is competency based. This unit is about styling hair using a wide variety of thermal techniques. The ability to thermally style both chemically treated and natural hair is required.

Assessment requirements/evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies for African Type Hair August 2007:

- 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 thermal styling African type hair.
- 3 The assessor will observe the learner performance on at least three occasions which must include observation of:
 - a short graduation which includes the use of pencil irons
 - thermal styling carried out on a client with some white hair.
4. The learner must show that they have:
 - used all the thermal styling tools listed:
 - a flat irons
 - b c-irons
 - c barrel curl irons
 - d pencil irons
 - e pressing comb
 - used all the equipment listed:
 - a oven
 - b heat testing materials

- covered all the looks listed:
 - a short graduation
 - b one length
 - c layered
 - styled all the types of hair listed:
 - a chemically treated.
 - b natural
 - taken account of all the factors listed:
 - a hair cut
 - b hair regrowth
 - c hair elasticity
 - d hair density
 - e hair texture
 - f hair length
 - g head and face shape
 - h presence of white hair
 - used all the styling techniques listed:
 - a curling
 - b waving
 - c straightening
 - d blending in
 - created all the shapes listed:
 - a barrel curl
 - b half curl
 - c spiral curl
 - given the advice listed:
 - a hair care
 - b products for use at home
 - c maintenance of their style
 - d potential for style change.
- 5 It is likely most evidence of the learner performance will be gathered from the observations made by the assessor but they 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 for African Type hair.

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 methods of working when using thermal styling techniques</p>	<p>1.1 protect the client's clothing effectively throughout the service and position the client to meet the needs of the service without causing them discomfort</p> <p>1.2 keep the work area clean and tidy throughout the thermal styling service removing waste immediately at the end of the service</p> <p>1.3 use safe working methods that</p> <ul style="list-style-type: none"> - make effective use of resources - minimise the risk of harm or injury to themselves and others <p>1.4 make sure personal standards of health and hygiene minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.5 take action to ensure the necessary products are available in time for the service</p> <p>1.6 use styling products, methods and tools identified as a result of consultation with the client</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to prepare hair and equipment for thermal styling	<p>1.7 use thermal styling tools and equipment that are safe and fit for purpose</p> <p>1.8 test the temperature of thermal styling tools prior to use and continually throughout the service</p> <p>1.9 keep the thermal styling tools at the temperature needed for the hair</p> <p>1.10 keep the thermal styling tools free of product build-up</p> <p>1.11 complete the thermal styling service within a commercially viable time</p> <p>1.12 complete client records so that they are accurate, easy to read and up to date</p>			
	<p>2.1 confirm with the client the look agreed at consultation prior to starting the service</p> <p>2.2 choose products, thermal styling tools and equipment to achieve the look agreed with the client</p> <p>2.3 check thermal styling tools and oven are at the required temperature in time for the service</p> <p>2.4 advise the client of the possible discomforts associated with thermal styling</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to straighten hair using pressing techniques</p>	<p>3.1 shampoo, condition and dry the client's hair prior to pressing</p> <p>3.2 part the sections cleanly to enable a consistent and even straightening of the hair from root to point</p> <p>3.3 secure any hair to keep the section clearly visible and accessible</p> <p>3.4 apply suitable protective oils to each section prior to pressing</p> <p>3.5 control the pressure and angle of the pressing comb along the length of the hair and repeat the process, when necessary, throughout the service</p> <p>3.6 check the client's comfort at regular intervals throughout the service</p> <p>3.7 take suitable remedial action to resolve any problems arising during the service</p> <p>3.8 confirm the client's satisfaction with the degree of straightening achieved and give the client aftercare advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to create a variety of fashion looks using thermal styling techniques</p>	<p>4.1 control the thermal styling tools to minimise the risk of damage to the hair, client discomfort and to achieve the desired look</p> <p>4.2 part the sections cleanly and evenly to achieve the direction of the style required and take meshes of hair to match the size of the thermal irons</p> <p>4.3 apply suitable styling products following manufacturers' instructions</p> <p>4.4 control the client's hair during the thermal styling process taking account of factors influencing the service and combine and adapt the styling techniques in an innovative way to achieve the desired look and style</p> <p>4.5 use styling techniques in a way that achieves a smooth, firm finish and the shape of curl required forming the curls from root to point</p> <p>4.6 make sure any straightened hair is even and without indentations from root to point</p> <p>4.7 take suitable remedial action to resolve any problems arising during the service</p> <p>4.8 make sure the finished look meets the intended shape, direction, balance and volume agreed with the client and confirm the client's satisfaction with the finished style</p> <p>4.9 give the client suitable advice on the maintenance of their style and hair condition</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand salon and legal requirements	5.1 explain the salon's requirements for client preparation and what advice to give to clients prior to the start of the service 5.2 explain their salon's expected service times for thermal styling 5.3 explain own responsibilities under the current Control of Substances Hazardous to Health Regulations in relation to the use of thermal styling and finishing products 5.4 explain own responsibilities under the current Electricity at Work Regulations			
6 Understand hairdressing science for thermal styling services	6.1 explain the physical effects of thermal styling and pressing on hair structure 6.2 explain why white hair needs to be treated differently when thermal styling 6.3 explain what factors can influence the thermal styling process including the effects of humidity on hair and why hair should be allowed to cool prior to dressing out 6.4 explain how protective and styling products work on the hair 6.5 explain how the thermal styling process affects previously permed hair			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand thermal styling products, tools and equipment and their use	<p>7.1 explain how and when to use the different types of thermal styling tools and equipment</p> <p>7.2 compare the different types of styling products available for thermal styling and explain how and when to use them</p> <p>7.3 explain the methods of testing the temperature of thermal styling equipment and why it is important to continually test the temperature</p>			
8 Understand pressing, thermal styling techniques and problems	<p>8.1 explain the importance of cleansing and conditioning the hair prior to pressing</p> <p>8.2 explain why hair needs to be sectioned for thermal styling</p> <p>8.3 explain the circumstances when repeated pressing and added pressure is necessary</p> <p>8.4 explain how and why temperatures should vary for different hair types</p> <p>8.5 explain how the size of the section and the angle at which the hair is curled influences the volume and direction of hair movement</p> <p>8.6 explain the effects that can be achieved by the use of the thermal styling techniques including curling on and off base</p> <p>8.7 explain the types of problems that can arise when pressing and thermal styling and how to correct them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Understand what information to give to clients on hair maintenance and management</p>	<p>9.1 explain how to give effective advice and recommendations to clients</p> <p>9.2 explain the products to use for home care and how often to shampoo and cleanse the hair according to hairstyle, hair and scalp condition and lifestyle</p> <p>9.3 explain how to protect the hair from reversion caused by moisture (eg environmental, sports related, steamy conditions)</p> <p>9.4 explain how to maintain their agreed style and how to protect the hair whilst sleeping and why</p> <p>9.5 explain the importance of knowing when and why they need to have their hair cut</p> <p>9.6 explain how lifestyle can influence their choice of style</p> <p>9.7 explain how the continual use of heat can damage the hair</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 23: Extend Hair Using a Variety Of Techniques

Unit code:	AH32
Unit reference number:	L/600/1116
QCF level:	3
Credit value:	8
Guided learning hours:	62

Unit summary

This is a job-ready unit which is competency based, covering both skills and knowledge. This unit is about the skills required in order to provide a full hair extension service to clients. It includes preparing and attaching hair extensions using bonding, fusing and weaving techniques. Cutting the new extensions in readiness for further styling and finishing work is also included. A high degree of design planning and manual dexterity skills are required.

Assessment requirements/evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies for African Type Hair August 2007:

- 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 extending hair using a variety of techniques.
- 3 The assessor will observe the learner's performance on at least three occasions. One observation must be of a full head sewn in weave which must have been closed using the hair weft.
- 4 The learner must show that they have:
 - used all the bonding techniques listed:
 - a cap weave
 - b gel weave
 - carried out fusing on one of the two* options listed:
 - a partial head
 - b full head

- carried out one of the three* weaving techniques listed:
 - a cornrow based
 - b laser interlocking
 - c net based
- used all the cutting tools listed:
 - a thinning scissors
 - b scissors
 - c razors
- used all the hair attachment tools and equipment listed:
 - a needles and thread
 - b wig cap
 - c plastic hair covering
 - d blowdryer
 - e application gun
 - f glue
 - g gel
 - h spritz
 - i hair for base
- taken account of all the factors listed:
 - a attachment method
 - b direction and fall of the added hair
 - c the quantity of added hair
 - d texture of hair
 - e the need to blend existing and added hair
 - f head and face shape
 - g hair growth pattern
 - h hair density
 - i hair elasticity
 - j transition
- considered all the contra-indications listed:
 - a skin sensitivities
 - b history of previous allergic reactions
 - c skin disorders
 - d medical advice or instructions

- used all the cutting techniques listed:
 - a club cutting
 - b thinning
 - c freehand
 - d razoring
 - e texturising
- used all the creative finishing techniques listed:
 - a drying
 - b product application
 - c wrap setting
 - d tonging
- given all the types of advice listed:
 - a suitable homecare products and their use
 - b hair care
 - c how to maintain their style
 - d types of problems that can arise and courses of action.

* 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 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 This unit requires mandatory written questions in accordance with the Habia Assessment Strategies for Hairdressing and Barbering for African Type Hair.

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 maintain safe and effective methods of working when adding hair extensions</p>	<p>1.1 protect the client's clothing throughout the service</p> <p>1.2 keep the work area clean and tidy throughout the service</p> <p>1.3 sequence the work in a way that is suitable for the bonding, fusing and or weaving technique used, style and ease of working</p> <p>1.4 use working methods that</p> <ul style="list-style-type: none"> - minimise the risk of damage to cutting tools and hair attachment tools and equipment - 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 themselves and others <p>1.5 maintain personal standards of health and hygiene and minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.6 use cutting tools and hair attachment tools and equipment that are safe and fit for the purpose</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 dispose of all sharps and waste to meet legal and salon requirements</p> <p>1.8 complete the hair extension service within a commercially viable time</p> <p>1.9 complete client records so that they are accurate, easy to read and up to date</p>			
<p>2 Be able to plan and prepare to add hair extensions</p>	<p>2.1 examine the hair and scalp to identify any factors that may affect the service</p> <p>2.2 consult with clients to establish any known contra-indications to the hair extension service, recording their responses and taking a suitable course of action</p> <p>2.3 confirm with the client the type, length and colour of added hair before ordering</p> <p>2.4 select and use added hair which is:</p> <ul style="list-style-type: none"> - of a suitable texture - of a suitable colour - custom blended <p>2.5 divide and separate the added hair to avoid wastage and tangling</p> <p>2.6 prepare the hair to meet the manufacturer's instructions, when required</p> <p>2.7 prepare the client's hair for the technique to be used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to add hair extensions</p>	<p>3.1 consult with the client to confirm the look agreed at consultation prior to starting the service</p> <p>3.2 protect the client's hair, prior to applying a wig cap, from contact with the glue</p> <p>3.3 part the sections cleanly and evenly to meet the requirements of the technique to be used</p> <p>3.4 section the hair in a way that will allow the added hair to lie in the direction required</p> <p>3.5 secure any hair not being extended to keep the section clearly visible</p> <p>3.6 use bonding, fusing and weaving techniques that secure added hair into the client's hair effectively</p> <p>3.7 add and attach hair in a way that takes into account the factors influencing the service</p> <p>3.8 maintain a suitable and even tension throughout the process</p> <p>3.9 check the comfort of the client at regular intervals throughout the service</p> <p>3.10 give suitable reassurance to the client, if necessary</p> <p>3.11 identify and resolve any problems occurring during the service</p> <p>3.12 confirm that the closing of sewn and bonded extensions is not obvious, are flat, neat and leave no weft showing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to cut and finish hair with extensions</p>	<p>3.13 confirm, on completion, that the added hair gives a balanced and well proportioned look suitable for the intended style and the density of the client's hair</p> <p>4.1 establish and follow cutting guidelines to achieve the look required</p> <p>4.2 adapt the cutting techniques to take account of factors which influence working on added hair</p> <p>4.3 adapt the cross-checking methods to suit the fall of the added hair</p> <p>4.4 position the client to help ensure the accuracy of the cut</p> <p>4.5 combine and adapt the cutting techniques to achieve the desired look</p> <p>4.6 consult with the client during the cutting service to confirm the desired look</p> <p>4.7 make a final visual check to ensure the cut is accurate</p> <p>4.8 use creative finishing techniques that complement the required look</p> <p>4.9 use suitable styling and finishing products, when necessary, at the right time in the service to achieve the style requirements</p> <p>4.10 confirm the finished look complements the client's features and enhances their personal image and that of the salon</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand salon and legal requirements	4.11 confirm that the client is satisfied with overall look 4.12 give the client suitable aftercare advice 5.1 explain the salon's requirements for client preparation 5.2 explain the salon's expected service times for adding hair extensions 5.3 explain the salon's and legal requirements for disposal of sharps and waste materials 5.4 explain own responsibilities under the current Electricity at Work Regulations 5.5 summarise the salon's image and expected standards of service			
6 Understand how to work safely, effectively and hygienically when adding hair extensions	6.1 explain the range of protective clothing that should be available for clients 6.2 explain why it is important to protect clients from hair clippings 6.3 explain how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury 6.4 explain the safety considerations which must be taken into account when adding hair extensions 6.5 explain why it is important to avoid cross-infection and infestation 6.6 explain why it is important to keep the work area clean and tidy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the effects of using hair extensions on the skin and hair	<p>6.7 explain methods of sterilisation used in hairdressing salons</p> <p>6.8 summarise methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>6.9 explain the correct use and maintenance of cutting tools and hair attachment tools and equipment</p> <p>6.10 explain the importance of personal hygiene</p> <p>6.11 explain the importance and legal significance of questioning clients to establish any contra-indications to hairdressing services and of recording their responses</p>			
	<p>7.1 explain the factors that must be taken into consideration prior to adding hair extensions</p> <p>7.2 explain the average rate of hair growth</p> <p>7.3 explain the potential consequences of excessive tension on the hair</p> <p>7.4 explain how to identify the signs of traction alopecia</p> <p>7.5 explain the potential effects on the client's hair of wearing extensions over a long period of time</p> <p>7.6 explain how contra-indications can affect the delivery of hair extension services to clients</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand the preparation requirements for hair extension services</p>	<p>8.1 compare the types of hair extension products available and their respective advantages and disadvantages</p> <p>8.2 explain the principles for blending added hair</p> <p>8.3 describe how to mix a number of added hair colours</p> <p>8.4 explain how to divide and separate hair extensions ready for use</p> <p>8.5 explain the manufacturer's instructions for preparation of the hair extensions</p> <p>8.6 explain how the client's hair should be prepared for bonding, fusing and weaving attachment techniques</p> <p>8.7 explain the importance of using a plastic covering over the client's hair prior to applying a wig cap</p> <p>8.8 explain how to conduct an examination of the hair and scalp to recognise factors which will affect the hair extension service</p> <p>8.9 compare the general differences in preparation requirements between human hair and synthetic fibre extensions</p> <p>8.10 explain the importance of following the manufacturer's preparation instructions for the system(s) in use in the salon</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.11 explain the hair extension systems and attachment methods where assistance may be required</p> <p>8.12 compare the length of time the hair attachment processes are likely to take</p>			
<p>9 Understand hair extension techniques</p>	<p>9.1 explain how to judge the quantity of hair to be added to achieve a balanced and well proportioned look</p> <p>9.2 explain how the intended final styling can affect the hair extension process</p> <p>9.3 explain how the attachment techniques can affect the way extensions are added and cut</p> <p>9.4 explain how the attachment techniques secure added hair into the client's hair</p> <p>9.5 compare the types of fusing systems available</p> <p>9.6 compare the advantages and disadvantages of the different methods of attachment</p> <p>9.7 explain the range of specialist equipment necessary for each attachment method and how these are used</p> <p>9.8 summarise the generally accepted sequences of working for the hair attachment techniques</p> <p>9.9 explain why it is important to maintain a correct and even tension when adding hair extensions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>9.10 explain how to remove bonded, fused and woven hair extensions</p> <p>9.11 explain why it is important to remove product build-up and debris as part of the extension removal process</p>			
10	<p>Understand how to solve problems related to adding hair extensions</p> <p>10.1 explain the types of problems that can occur when adding hair extensions and how to remedy them</p> <p>10.2 explain the courses of action to take in the advent of the presence of the contra-indications</p>			
11	<p>Understand how to use cutting techniques when working with extensions</p> <p>11.1 explain the reasons for establishing and following guidelines when using cutting techniques</p> <p>11.2 explain why and how hair sectioning needs to be adapted when hair extensions are present</p> <p>11.3 explain why and how cutting techniques should be adapted when hair extensions are present</p> <p>11.4 explain why and how checking methods for cutting should be adapted when hair extensions are present</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
12 Understand the types of products and techniques to use when finishing hair extensions	12.1 explain the types of finishing products suitable for use with hair extensions 12.2 explain the types and purpose of specialist products available for the aftercare of hair extensions 12.3 explain the types of products to use when removing fused and bonded hair extensions 12.4 explain the types of styling and finishing techniques that can and cannot be used with hair extensions and why			
13 Understand how to communicate with and provide aftercare advice to clients	13.1 explain the types of anxieties commonly experienced by clients undergoing the hair extension process and how to relieve clients in a reassuring way 13.2 explain how to give effective advice and recommendations to clients 13.3 explain how long human and synthetic hair extensions are likely to last 13.4 explain the importance of avoiding excessive pulling of the extensions 13.5 describe the signs of traction alopecia 13.6 explain how to use combs and brushes and correctly comb hair from point to root 13.7 explain how to cleanse the hair according to the type of hair extensions			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 24: Contribute to the Financial Effectiveness of the Business

Unit code:	G11
Unit reference number:	T/600/1272
QCF level:	3
Credit value:	4
Guided learning hours:	26

Unit summary

This is a job-ready unit which is competency based. This unit is about the monitoring and effective use of salon resources, and meeting productivity and development targets to make a positive contribution to the effectiveness of the business. The learner is also required to ensure that individuals who may assist them to deliver services to clients work effectively too.

Assessment requirements/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 contributing to the financial effectiveness of the business.
- 3 The assessor will make one observation of the learner's contribution to the monitoring and effective use of resources. In addition, the learner will need to collect documentary evidence to show they have met all the requirements of the standard. It is unlikely that you will be able to collect sufficient documentary evidence in less than three months.
- 4 The learner must show that they have:
 - monitored and effectively used all the resources listed:
 - a human
 - b stock
 - c tools and equipment
 - d time

- set and achieved productivity targets for technical services and retail sales:
 - a retail sales
 - b technical services
 - c personal learning.
- 5 For this particular unit, it is most likely the evidence of the learner’s performance will be gathered from relevant documentary evidence they have assembled in their portfolio.
- 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 Contribute to the effective use and monitoring of resources</p>	<p>1.1 follow salon procedures for monitoring the use of resources</p> <p>1.2 ensure information relating to stock levels is obtained from colleagues in time to coincide with the salon ordering system</p> <p>1.3 use resources in a way which complies with legal and salon requirements</p> <p>1.4 check deliveries against order documentation, reporting any inaccuracies and/or damages</p> <p>1.5 identify and resolve any problems with resources within the limits of own authority</p> <p>1.6 report any resource problems they cannot resolve to the relevant person(s)</p> <p>1.7 make recommendations to improve the use of resources to the relevant person(s) which clearly show benefits</p> <p>1.8 ensure records are accurate, legible and up to date</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to meet productivity and development targets	2.1 set, agree and record productivity and development targets with the relevant person(s) to meet the needs of the business 2.2 actively seek opportunities to meet productivity and development targets 2.3 make sure that those who assist them with services to clients work effectively and contribute to meeting productivity and development targets 2.4 regularly review and record progress towards the achievement of productivity and development targets 2.5 adjust activities to contribute to meeting productivity and development targets 2.6 meet set productivity and development targets consistently			
3 Understand salon procedures and legal requirements	3.1 explain the salon's requirements and procedures for monitoring the use of resources 3.2 outline the critical aspects of current legal requirements relevant to hairdressing salons relating to the use of resources 3.3 describe legal requirements relating to the sale of retail goods 3.4 explain limits of authority in relation to the use of resources and to whom to report recommendations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand the use, monitoring and recording of resources</p>	<p>4.1 explain how effective use of resources contributes to the profitability of the business</p> <p>4.2 explain stocking levels and principles of stock control for the salon</p> <p>4.3 explain salon ordering systems and how to interpret them</p> <p>4.4 explain the importance of keeping accurate records for the use and monitoring of resources</p> <p>4.5 explain the resource records for which responsible</p> <p>4.6 describe the common problems associated with salon resources and how to resolve them</p>			
<p>5 Understand effective methods of communication</p>	<p>5.1 explain why it is important to communicate effectively</p> <p>5.2 explain how to present the benefits of own recommendations in a positive manner to clients</p> <p>5.3 explain how to negotiate and agree productivity and development targets</p> <p>5.4 explain how to give clear, accurate and timely instructions to those who may be assisting them</p> <p>5.5 explain how to encourage others to work effectively on their behalf</p> <p>5.6 explain how to respond positively to negative feedback</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand work and time management	<p>6.1 explain general principles of time management applicable to the delivery of salon services</p> <p>6.2 explain how to plan and reschedule own work and that of those who may assist them in order to maximise any opportunities to meet their targets</p>			
7 Understand productivity and development targets	<p>7.1 explain agreed productivity and development targets and the associated timescales for their achievement</p> <p>7.2 explain why it is important to meet productivity and development targets</p> <p>7.3 explain the potential consequences of failure to meet productivity and development targets</p> <p>7.4 describe the types of opportunities that can be used to achieve productivity and development targets</p> <p>7.5 explain why targets should be regularly reviewed</p> <p>7.6 explain the importance of gaining feedback on own performance and development needs from others</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 25: Support Customer Service Improvements

Unit code:	G19
Unit reference number:	A/601/1530
QCF level:	2
Credit value:	5
Guided learning hours:	33

Unit summary

Organisations change the way they deliver service to their customers because customer expectations rise and because other organisations improve the services they offer. Often the most important ideas about how to improve customer service come from people dealing directly with customers. The learner's job involves delivering customer service. If the organisation has decided to make changes, it is the learner's job to support them and to present them positively to customers. Also, by listening to customer comments the learner may have their own ideas about how the service they deliver could be improved. This unit is about how the learner provides support for changes that their organisation has introduced. In addition, it covers how the learner presents their own ideas for improvements to someone in their organisation who can authorise trying out the change.

Assessment requirements/evidence requirements

- 1 Learners' evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real clients, whether internal or external to the salon. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence with this unit. (Guidelines for the assessment of a Realistic Working Environment can be found in the Client Service Assessment Strategy for NVQ/SVQ Levels 2, 3 and 4 – January 2006.)
- 2 Learners may collect the evidence for the unit through work in a private sector salon, a not-for-profit salon or a public services salon.
- 3 Learners must provide evidence that shows they have done this over a sufficient period of time with different clients on different occasions for the assessor to be confident that they are competent.
- 4 Learners must prove that they have:
 - a contributed to improving client service through their own efforts

- b contributed to improving client service by working with others.
- 5 Their evidence must cover at least two changes with which they have been actively involved. In each case they must be able to identify the part they played in:
 - a linking client feedback with the reasons for the change
 - b implementing the change
 - c gathering client reactions to the change
- 6 Their evidence for each change must show how:
 - a the change has improved client service
 - b clients have reacted to the change.
- 7 Each change that is part of each learner's evidence must be significant enough for a regular client to notice that the services or products they are delivering are different or that the way they and their colleagues deliver the services or products is different.

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 Use feedback to identify potential customer service improvements	<p>1.1 gather informal feedback from their customers</p> <p>1.2 use their organisation's procedures to collect feedback from their customers</p> <p>1.3 use the information from their customers to develop a better understanding of their customer service experience</p> <p>1.4 identify ways the service they give could be improved based on information they have gathered</p> <p>1.5 share their ideas for improving customer service with colleagues</p>			
2 Implement changes in customer service	<p>2.1 identify a possible change that could be made to improve customer service</p> <p>2.2 present their idea for improving customer service to a colleague with the appropriate authority to approve the change</p> <p>2.3 carry out changes to customer service procedures based on their own idea or proposed by their organisation</p> <p>2.4 keep their customers informed of changes to customer service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 give customers a positive impression of changes that have been made</p> <p>2.6 work positively with others to support customer service changes</p>			
3	<p>Assist with the evaluation of changes in customer service</p> <p>3.1 discuss with others how changes to customer service are working</p> <p>3.2 work with others to identify any negative effects of changes and how these can be avoided</p>			
4	<p>Know how to support customer service improvements</p> <p>4.1 explain how customer experience is influenced by the way service is delivered</p> <p>4.2 identify how customer feedback is obtained</p> <p>4.3 explain how to work with others to identify and support change in the way service is delivered</p> <p>4.4 describe why it is important to give a positive impression to their customer about the changes made by the organisation even if the learner disagrees with them</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 26: Contribute to the Planning and Implementation of Promotional Activities

Unit code:	H32
Unit reference number:	R/600/1277
QCF level:	3
Credit value:	5
Guided learning hours:	32

Unit summary

This is a job-ready unit which is competency based. This unit is about working with others to plan, implement and evaluate hairdressing related promotional activities. The ability to competently present information and interact with the public whilst demonstrating skills is a particularly important aspect of this unit.

Assessment requirements/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 contributing to the planning and implementation of promotional activities.
- 3 The assessor will make one observation of their performance when planning and implementing promotional activities. In addition, they will need to collect further documentary evidence to show they have met all the requirements of the standard.
- 4 The learner must show that they have:
 - developed all types of objectives:
 - a demonstrations
 - b displays
 - c advertising campaigns
 - undertaken all the types of promotional activities listed:
 - a to enhance salon image
 - b to increase salon business.

- 5 Although some evidence of the learner's performance will be gathered from the observations made by the assessor, it is likely they will need to assemble relevant documentary evidence in their portfolio to meet the requirements of the standard and qualification.
- 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 contribute to the planning and preparation of promotional activities</p>	<p>1.1 make recommendations to the relevant person (s) for suitable promotional activities, identifying the potential benefits for the business</p> <p>1.2 identify and agree specific, measurable, achievable, realistic and time bound objectives and target groups for the activity with the relevant person(s)</p> <p>1.3 agree requirements for the activity with all relevant person(s) in sufficient detail to allow the work to be planned</p> <p>1.4 produce an agreed plan showing the</p> <ul style="list-style-type: none"> - type of promotional activity - objectives of the activity - roles and responsibilities of others involved - resource requirements - preparation and implementation activities - timescales - the budget - methods of evaluation <p>1.5 agree a plan that takes into account any legal requirements, when necessary</p> <p>1.6 make sure resources are available to meet the planned timescale</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to implement promotional activities</p>	<p>2.1 implement promotional activities to meet the agreed plan</p> <p>2.2 adapt promotional activities, when necessary, in response to changed circumstances and/or problems</p> <p>2.3 use resources effectively throughout the promotional activities</p> <p>2.4 communicate the essential features and benefits of products and services to the target group</p> <p>2.5 use methods of communication that are suitable for the type of promotional activity being undertaken</p> <p>2.6 present information in logical steps</p> <p>2.7 encourage the target group to ask questions about the services and products being promoted</p> <p>2.8 respond to questions and queries in a way which promotes goodwill and enhances the salon's image</p> <p>2.9 actively encourage the target group to take advantage of the services and products being promoted</p> <p>2.10 clear away products and equipment at the end of the promotional activity, when necessary, to meet the requirements of the venue</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to participate in the evaluation of promotional activities</p>	<p>3.1 use the methods agreed in the promotional activity plan to gain feedback from the relevant sources</p> <p>3.2 collate and record the information gained from the feedback using a clear and concise format and method of presentation</p> <p>3.3 draw accurate and clear conclusions on the effectiveness of the promotional activity in meeting the agreed objectives</p> <p>3.4 participate in discussions giving a clear and well structured summary of the results of the evaluation</p> <p>3.5 make recommendations for improvements to any future promotional activities based upon the outcomes of the evaluation</p>			
<p>4 Understand the venue and legal requirements</p>	<p>4.1 explain the practical requirements and restrictions of any venue</p> <p>4.2 describe the contract requirements, local bye-laws and legislation which could restrict the promotional activity in any venue used</p> <p>4.3 explain the importance of considering health and safety and other legal requirements</p> <p>4.4 explain the health and safety procedures applicable to any venue used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 explain the potential hazards that must be considered when working at any venue</p> <p>4.6 describe the steps that should be taken to minimise risks when working at an external venue</p>			
<p>5 Understand how to plan and prepare promotional events</p>	<p>5.1 explain the purpose and value of detailed and accurate planning</p> <p>5.2 explain the type of resourcing requirements necessary for promotional activities</p> <p>5.3 explain how the nature of the target group can influence the choice of promotional activity</p> <p>5.4 explain how to match types of promotional activities to objectives</p> <p>5.5 describe how to present a plan for promotional activities</p> <p>5.6 explain why it is important to consider methods of evaluation at the planning stage</p> <p>5.7 explain how to write objectives that are Specific, Measurable, Achievable, Realistic and Time Bound (ie SMART objectives)</p> <p>5.8 explain the importance of working to a budget</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to sell products and services	5.9 explain where and how to obtain resources 5.10 explain the importance of clearly defining the roles and responsibilities of those involved in promotional activities 5.11 describe the importance of allocating roles and responsibilities to match an individual's competence levels 5.12 explain the importance of gaining an individual's commitment and agreement to undertake a role in the promotional activity 5.13 explain the types of foreseeable problems that occur and ways of resolving them			
	6.1 explain how to recognise buying signals and to close sales 6.2 identify the difference between the features of a product or service and the benefits of a product or service 6.3 describe the features and benefits of products and/or services being promoted 6.4 describe how to tailor the presentation of the benefits of products and/or services to meet individual needs and interests			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand communication techniques	7.1 explain how and when to participate in discussions 7.2 describe how to give a short presentation 7.3 compare different methods of presenting information 7.4 explain how and when to make openings to encourage others to ask questions 7.5 describe how to answer questions and manage queries in a way likely to maintain goodwill			
8 Understand evaluation methods and techniques	8.1 explain the purpose of evaluation activities 8.2 explain the areas of the promotional activity which should be evaluated 8.3 describe the most suitable methods of gaining feedback for the promotional activities in the range 8.4 explain how to collate, analyse and summarise evaluation feedback in a clear and concise way 8.5 explain suitable ways of formatting and producing an evaluation report			

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

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

Unit 27: Design and Create Patterns in Hair

Unit code:	AH35
Unit reference number:	F/600/1047
QCF level:	4
Credit value:	5
Guided learning hours:	21

Unit summary

This unit is about the artistic use of a wide range of cutting techniques to create both two and three dimensional designs within a hair cut. The ability to cut 3D pictorial, repeated designs and symmetrical designs is required in this unit.

Assessment requirements/evidence requirements

The assessment of this unit needs to meet the requirements within the Habia Hairdressing and Barbering Assessment Strategies for African Type Hair August 2007:

- 1 Simulation is not allowed for any performance evidence within this unit.
- 2 The learner must practically demonstrate in everyday work that they have met the standard for designing and creating patterns in hair.
- 3 The assessor will observe the learner's performance on at least three occasions, all of which must be of different patterns and one pattern must be over a full head.
- 4 The learner must show that they have:
 - used all the tools and equipment listed*:
 - a scissors
 - b clippers
 - c razors
 - taken into account all the factors listed:
 - a head and face shape
 - b hair growth patterns
 - c hair density
 - d hair length
 - e hair texture

- f presence of male pattern baldness
 - g skin disorders
 - h scarring
 - produced designs that cover the areas of the head listed:
 - a over a full head
 - b over a partial head
 - created all the types of patterns listed:
 - a 3D pictorial
 - b repeated
 - c symmetrical
 - used all the cutting techniques listed:
 - a clipper over comb
 - b scissor over comb
 - c use of razor
 - d freehand
 - e fading
 - given advice covering all the areas listed:
 - a time interval between cuts
 - b grooming requirements
 - c potential for pattern change.
- 5 It is most likely evidence of the learner's performance will be gathered from the observations made by the assessor but they may be required to produce other evidence to support their performance if the assessor has not been present.

* Note: Use of clipper attachments is not allowed at Level 4.

- 6 According to the Habia Assessment Strategy for Hairdressing and Barbering, no mandatory written questions are required for this unit.

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 maintain safe and effective methods of working when creating designs in hair</p>	<p>1.1 make sure the client's clothing is protected and the client's skin is kept free of excess hair cuttings throughout the service</p> <p>1.2 position themselves and the client to meet the needs of the service without causing discomfort</p> <p>1.3 keep the work area clean and tidy throughout the service</p> <p>1.4 remove waste immediately during and at the end of the cutting service</p> <p>1.5 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 - make effective use of the working time - ensure the use of clean resources - minimise the risk of harm or injury to themselves and others <p>1.6 maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to clients and colleagues</p> <p>1.7 identify factors that may influence the service prior to cutting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 record client's responses to questions and complete client records that are accurate, easy to read and up to date</p> <p>1.9 complete the cutting service within a commercially viable time</p>			
<p>2 Be able to plan and agree hair pattern designs with clients</p>	<p>2.1 research and maintain a portfolio of designs suitable for use with clients</p> <p>2.2 explore a variety of patterns and design possibilities with the client using relevant visual aids and giving the client time and encouragement to put forward their own ideas</p> <p>2.3 confirm own and client's understanding of the service required, its likely duration and cost</p> <p>2.4 recommend a look based on an accurate evaluation of the client's hair and its potential to achieve the pattern</p> <p>2.5 create a design with the client which takes into account factors influencing the service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to create patterns in hair</p>	<p>3.1 brush and comb out the client's hair in a way suitable for the desired pattern</p> <p>3.2 position the pattern to meet the agreed design plan</p> <p>3.3 adapt the size of the design to suit the client's head size, shape and existing haircut</p> <p>3.4 use, combine and adapt cutting techniques to achieve the definition, shape and depth of pattern required</p> <p>3.5 consult with the client to confirm their satisfaction with the agreed look before commencing, throughout and on completion of the finished look</p> <p>3.6 take suitable action to resolve any problems arising during the service</p> <p>3.7 achieve a finished look that meets the design and pattern agreed with the client</p> <p>3.8 give the clients suitable aftercare advice on the maintenance of their pattern</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand salon and legal requirements</p>	<p>4.1 explain the salon's requirements for client preparation</p> <p>4.2 state the salon's expected service times for cutting patterns in hair</p> <p>4.3 state the salon's and legal requirements for disposal of sharps and waste materials</p> <p>4.4 explain own responsibilities under the current Electricity at Work Regulations</p> <p>4.5 outline any limitations placed on the use of razors by local bye-laws and legislation</p>			
<p>5 Understand how to work safely, effectively and hygienically when creating designs in hair</p>	<p>5.1 list the protective equipment that should be available and why it is important to use it</p> <p>5.2 state why it is important to protect clients from hair cuttings</p> <p>5.3 describe how the position of the client and themselves can affect the desired outcome and reduce fatigue and the risk of injury</p> <p>5.4 outline the safety considerations which must be taken into account when cutting patterns in hair</p> <p>5.5 outline why it is important to check for infestation and avoid cross-infection</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.6 explain why it is important to keep the work area clean and tidy</p> <p>5.7 describe methods of sterilisation used in barber shops</p> <p>5.8 outline methods of working safely and hygienically and which minimise the risk of cross-infection and cross-infestation</p> <p>5.9 outline the correct use and maintenance of cutting tools</p> <p>5.10 state why it is important to position cutting tools for ease of use</p> <p>5.11 explain the importance of maintaining personal hygiene</p> <p>5.12 explain the importance of questioning clients to establish any contra-indications to the service</p> <p>5.13 explain the legal significance and importance of client questioning and recording the client's responses</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand hair and skin factors that affect the service	<p>6.1 describe the factors that must be taken into consideration prior to cutting (including hair growth patterns, hair density, scarring etc) and how they may limit or affect the achievement of patterns and designs</p> <p>6.2 state the average rate of hair growth</p> <p>6.3 describe the effects of continual close cutting on black skin</p> <p>6.4 explain the potential risk of in-growing hair resulting from the continual close cutting</p>			
7 Understand design principles and techniques for cutting patterns in hair	<p>7.1 explain the basic principles of design, scale and proportion</p> <p>7.2 explain how to scale designs up and down to suit different head shapes</p> <p>7.3 outline the design possibilities and limitations when working on hair</p> <p>7.4 explain methods of preparing the hair prior to cutting patterns</p> <p>7.5 identify the range of hair cuts which form a suitable foundation for cutting patterns into the hair</p> <p>7.6 describe how and when to use clipper over comb, scissors over comb, razor, fading and freehand techniques when creating designs in hair</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand the information to give to clients on hair maintenance and management	<p>7.7 outline techniques for achieving accurate repeated and symmetrical patterns</p> <p>7.8 describe how to adapt cutting techniques to create 2 dimensional (2-D) and 3 dimensional patterns (3-D)</p> <p>7.9 explain the importance of and how to visually check the design, pattern and cut</p> <p>7.10 explain the importance of considering the density, texture and working with the natural growth patterns of the hair</p> <p>7.11 describe the types of problems that can commonly arise when cutting patterns in hair and ways in which they can be resolved, if possible</p>			
	<p>8.1 identify suitable sources of information and design ideas and how to access them</p> <p>8.2 explain the importance of consulting with clients throughout the cutting process</p> <p>8.3 outline how to hold a discussion with a client and assist the client to reach an informed decision on a design</p> <p>8.4 describe how to present information and recommendations on designs clearly to clients</p> <p>8.5 state the recommended time interval between cuts</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.6 state how often to shampoo and cleanse the hair according to hairstyle, hair and scalp condition and lifestyle</p> <p>8.7 describe the aftercare products to use and those to avoid and why</p> <p>8.8 describe how lifestyle can influence the choice of style (eg active sports, career and job requirements)</p> <p>8.9 explain how hair texture affects pattern design possibilities</p> <p>8.10 outline the grooming requirements needed to maintain different styles</p>			

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
Sales: 0845 6 123 555
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 qualification / professional	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 an 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 Diploma in Hairdressing and Beauty Therapy (QCF) Edexcel Level 1 NVQ Certificate in Beauty Therapy
Entry	BTEC Entry Level 3 Award/Certificate in an 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 Hairdressing NVQs

Key Mandatory Components of the Assessment Strategy

Part 2 sets out the Key Mandatory components of our Assessment Strategy for NVQs and SVQs, which are:

- 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 (eg 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 (eg 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	<p>'Methods of Payment' Range Variables: 'cash equivalent', 'cheque' and 'payment card' methods of payment.</p> <p>'Payment Discrepancies' Range variables.</p> <p>A special dispensation will continue to exist which allows the use of artificial money in HM Prisons.</p>
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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 Level 3: Areas of Knowledge Within Hairdressing Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas
Unit G21: Provide Hairdressing Consultation Services	<ul style="list-style-type: none"> • the basic structure of hair and skin • the growth cycle of hair • the characteristics of different hair types and textures • the general factors that contribute to healthy hair (eg health, environment, chemicals) • why it is important to identify factors that may limit or affect services and products which can be used • how the following factors limit or affect the services and products that can be offered to clients: <ul style="list-style-type: none"> – lifestyle – adverse hair, skin and scalp conditions – incompatibility of previous services and products – used • how to visually recognise indications of ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice • the likely causes of various adverse hair, skin and scalp conditions (ie ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice) • which hair, scalp conditions and disorders should be referred to a pharmacist, general practitioner or registered trichologist and why

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist • the importance of carrying out tests and the potential consequences of failing to do so • how and when tests are carried out on hair and skin • how the use of excessive heat can damage the hair
Unit GH17: Colour Hair Using a Variety of Techniques	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out colouring and lightening services • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • how to use lighteners safely • the precautions that must be taken when handling powder lighteners • the importance of questioning clients to establish any contra-indications to the colouring and lightening service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests for colouring and lightening services • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence the colouring and lightening service • potential consequences of failing to carry out tests • the importance of constantly monitoring the development of lightener

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (ie when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • why it is important to accurately record test results • the principles of colour selection, including the International Colour Chart (ICC) • what is meant by the term 'oxidation' • how the type and distribution of melanin creates natural hair colour • the effects of light and artificial lighting on the appearance of hair colour • how the natural pigmentation of hair affects the colouring and lightening process • the reasons for pre-lightening • the effects on the hair of different colouring products and lighteners • how the different strengths of hydrogen peroxide affect the colouring and lightening of the hair • effects of temperature on the application and development of colouring products and lighteners • how to dilute hydrogen peroxide to form different strengths of solutions • the pH values of different colouring products and lighteners • the importance of restoring the hair's pH balance after the colouring or lightening process • why it is important to leave the hair and scalp free of colouring products and lighteners • the reasons for pre-softening and pre-pigmenting hair • what makes hair resistant to artificial colour

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • how and why the contra-indications in the range can affect the delivery of the colouring service to clients • the types and causes of colouring and lightening problems and how to rectify them (eg over and under processing, overlapping, skin staining, deterioration of hair condition, uneven results and product seepage) • how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage • how and why to restore depth and tone of colour • how and why to neutralise colour tone • how and why to adapt the sequence of application to take account of the relevant factors in the range • the potential problems of using colouring products and lighteners on previously chemically treated hair • methods of pre-softening and pre-pigmenting hair
Unit GH18: Provide Colour Correction Services	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out colour correction services • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • how to use lighteners safely • the precautions that must be taken when handling powder lighteners • the importance of questioning clients to establish any contra-indications to the colour correction service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • the types and purposes of tests in the range • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence the colour correction service • the potential consequences of failing to carry out tests • the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (ie when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • why it is important to record test results • the principles of colour selection, including the International Colour Chart (ICC) • the principles of colour correction • how the type and distribution of melanin creates natural hair colour • the effects of light and artificial lighting on the appearance of hair colour • the effects on the hair of different colour correction products • what is meant by the term 'oxidation' • how oxidation agents affect the natural and artificial colour pigments • how the different strengths of hydrogen peroxide affect colouring and lightening • the reasons for pre-softening and pre-pigmenting hair • effects of temperature on the application and development of colour correction products • how to dilute hydrogen peroxide to form different strengths of solutions • the pH values of differing colouring products and lighteners • the importance of restoring the hair's pH balance after the colour correction process

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • why it is important to avoid disturbing areas still processing when removing products from developed areas • why it is important to leave the hair and scalp free of colour correction products • how and why the contra-indications in the range can affect the delivery of the colour correction service • the importance of sectioning hair accurately for the colour correction service • methods of pre-softening and pre-pigmenting hair • methods of applying and removing colour correction products • how to remove artificial colour • how to remove bands of colour • how to re-colour hair previously treated with lighteners using pre-pigmentation and permanent colour • how to re-colour hair that has had artificial colour removed • how to correct highlights and lowlights whilst retaining a highlight and lowlight effect • how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage • the types and causes of colour correction problems that may occur during processing and how to rectify them (eg over and under processing, skin staining, deterioration of hair condition, scalp sensitivity and product seepage) • the potential problems of using colour correction products on previously chemically treated hair

Unit Title	Knowledge Areas
Unit GH22: Create a Variety of Permed Effects	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out perming services • why it is important to use personal protective equipment • the importance of questioning clients to establish any contra-indications to the perming service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests used for perming services • when and how tests should be carried out and the expected results • how the results of tests can influence the perming service • potential consequences of failing to test • the courses of action to take in the event of adverse reactions to tests • why it is important to record test results • the effects of perming products and neutralisers on the molecular structure of the hair • how hair that has been sensitised from previous treatments and heat damage reacts to the application of perming products • when to use different types and strengths of perming products • how the chemical composition of perming products varies and how this affects your choice for use on different hair types • the effect of pre-perm and post-perm treatments on the hair structure • how temperature affects the achievement of the permed effects • why heat should not be used on sensitised hair

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • the importance and effects of restoring the hair's pH balance after the perming process • why the accurate timing and thorough rinsing of products is necessary • types and causes of problems that can occur during the perming and neutralising processes for the hair type on which you are working and how to rectify them
Unit GH23: Provide Creative Hair Extension Services	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out hair attachment services • why it is important to use personal protective equipment • the importance of questioning clients to establish any contra-indications to hairdressing services • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests in the range • the importance of following manufacturers' instructions for testing • the methods of and reasons for conducting pull tests • when and how tests should be carried out and the expected results • how the results of tests can influence all aspects of the service • the potential consequences of failing to carry out tests • the courses of action to take in the event of adverse reactions to tests and when the contra-indications in the range are encountered (ie when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • why it is important to record test results • the factors that must be taken into consideration prior to adding hair extensions (eg hair density, hair and skin disorders, etc)

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • the average rate of hair growth • the potential consequences of excessive tension on the hair • how to identify the signs of traction alopecia • the potential effects on the client's hair of wearing extensions over a long period of time • how the contra-indications in the range can affect the delivery of hair extension services to clients • how the attachment systems in the range can affect the way extensions are added and cuthow the attachment systems in the range secure added hair into the client's hair • the advantages and disadvantages of the different methods of attachment • why it is important to maintain a correct and even tension when adding hair extensions • how to remove hot and cold hair attachment systems • the types of problems that can occur when adding hair extensions and how to remedy them • the courses of action to take in the advent of the presence of the contra-indications in the range (ie when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • the types of products to use when removing hot and cold hair extensions • the types of styling and finishing techniques that can and cannot be used with hair extensions and why

Unit Title	Knowledge Areas
Unit GH24: Provide Specialist Consultation Services for Hair and Scalp Conditions	<ul style="list-style-type: none"> • the structure and function of the cell • the structure and function of the skin ie epidermis, dermis, appendages, subcutaneous layer and nerve endings • the structure and functions of the hair • the hair growth cycle and how this influences present and future treatments • the different hair types eg vellus, terminal, lanugo • the reasons for normal and abnormal hair growth ie topical, congenital, systemic • the general factors that contribute to healthy hair and scalp eg nutrition, general health, environment, chemicals • the effect of the ageing process on the hair and skin • how to recognise treatable hair and scalp conditions, eg dry, oily and sensitised scalp, scaling scalp, pityriasis capitis, chemical, physical and environmental damage, diffuse hair loss • how other signs and symptoms can give an indication of the cause of the problem and confirm the required course of action eg pitted nails, weight loss and lethargy • the types and purposes of tests eg porosity, elasticity, incompatibility • when and how tests should be carried out and the importance of recording test results • the importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice • the importance of gathering relevant previous, current and ongoing medical and medication information that may affect the treatment • those contra-indications which may prevent treatment and why eg infectious or contagious conditions, open cuts, recent scarring and abrasions, any medical condition requiring specialist or general practitioner approval etc

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • those contra-indications which restrict or where caution should be taken in specific areas and why eg epilepsy, diabetes, high and low blood pressure, pregnancy, product allergies, skin sensitivity and metal braces and jewellery in the treatment area etc • the types of hair and scalp conditions that should be referred to a pharmacist, general practitioner or registered trichologist and why
Unit GH25 Provide Hair and Scalp Treatments	<ul style="list-style-type: none"> • the structure, function and action of muscles within the treatment area • the position of the primary bones within the treatment area • the basic principles of the endocrine system and how this impacts on the hair and scalp • the structure and function of the circulatory system and how this impacts on the hair and scalp • the structure and function of the lymphatic system and how this impacts on the hair and scalp • the structure and function of the nervous system and how this impacts on the hair and scalp • the different effects and benefits of massage techniques in the range • the different effects and benefits of tools and equipment in the range • the use and limitations of hair and scalp products, tools and equipment • possible contra-actions which may occur during and post treatment and how to deal with them eg allergic reactions, fainting, feeling light headed

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

3.1.3 **hold** Unit 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.

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.

5.2 ***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.
- iii 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 twelve 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. $20\% \times 30$ hours = 6 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 2 Hairdressing Services

The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Range of Service Times for Level 3 Hairdressing Services

Owing to the nature of many of the services in the Level 3 NVQs/SVQs, it is not possible to set a precise time for completion. Times for critical aspects of perming services are quoted below.

Service times	Minutes (maximum)
1 Perm (winding only)	
a piggy back	60
b spiral	90
c weaving	45
d root	25
e hopscotch	60
f double	60

Assessment Strategy for Hairdressing – African Hair Type NVQs

Key Mandatory Components of the Assessment Strategy

Part 2 sets out the Key Mandatory components of our Assessment Strategy for NVQs and SVQs, which are:

- 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 in more detail below.

Performance in the Workplace and Use of Simulations

The Hairdressing African Type Hair 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 African Type Hair NVQ/SVQ assessment. The use of realistic working environments will be necessary to promote access to assessment for some Hairdressing African Type Hair 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 9 (2006): Give Customers a Positive Impression of Yourself and Your Organisation

Unit 10 (2006): Promote Additional Products or Services to Customers

Unit 37 (2006): Support Customer Service Improvements

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 African Type Hair 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 African Type Hair Level 1, Hairdressing African Type Hair Level 2, Hairdressing African Type Hair Level 3 NVQs/SVQs. These units and the critical areas of knowledge have been detailed in Appendix 1C for African type hair hairdressing units.

For the Hairdressing African Type Hair 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 addressed by a variety of means (eg 1:1 between tutor and learner, oral questioning, a repeat of the written questions, assignments) to ensure critical areas of missing knowledge are not left unaddressed. A record of this activity must be made to satisfy the audit requirements of the Regulatory Bodies.

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 (eg 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 African type hair hairdressing 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 African Type Hair 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 Hairdressing African Type Hair. 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 Hairdressing African Type Hair.

Appendices

Requirements Relating to Hairdressing African Type Hair NVQs/SVQs

- Appendix 1A Hairdressing African Type Hair 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 National Occupational Standards Hairdressing African Type Hair for Which Mandatory Question Papers Must Be Developed
- Appendix 1D Occupational Expertise Requirements for Hairdressing African Type Hair Assessors and Verifiers
- Appendix 1E Requirements for Continuing Professional Development for Assessors and Verifiers of Hairdressing African Type Hair Technical Units
- Appendix 1F Nationally Agreed Maximum Service Times for Hairdressing African Type Hair NVQ/SVQ Assessment Purposes

Appendix 1A Hairdressing African Type Hair Realistic Working Environment Requirements

As the Standards Setting Body for the hair and beauty sectors, the Hairdressing And Beauty Industry Authority (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 (eg 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 New National Occupational Standards for Hairdressing African Type Hair 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 African Type Hair NVQ/SVQ 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 African Type Hair NVQs/SVQs at Level 2 and 3.

NOTE: Those units applicable to African Type Hair contained within the current Hairdressing Level 1, 2 and 3 qualifications are shown within the general Hairdressing Strategy document.

Hairdressing African Type Hair Level 3: Areas of Knowledge Within Hairdressing Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas
G16: Provide Consultation Services for African Type Hair	<ul style="list-style-type: none"> • the basic structure of hair and skin • the growth cycle of hair • the characteristics and structures of the different types of African hair and textures and how this impacts on service delivery and processes • the general factors that contribute to healthy hair (eg health, environment, chemicals) • why it is important to identify factors that may limit or affect services and products which can be used • how the following factors limit or affect the services and products that can be offered to clients: <ul style="list-style-type: none"> – lifestyle – adverse hair, skin and scalp conditions – incompatibility of previous services and products used • how to visually recognise indications of ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, keloids, ingrowing hair and head lice

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • the likely causes of various adverse hair, skin and scalp conditions (ie ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, keloids, ingrowing hair and head lice) • which hair, scalp conditions and disorders should be referred to a pharmacist, general practitioner or trichologist • the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist • the importance of carrying out tests and the potential consequences of failing to do so • how and when tests are carried out on hair and skin
AH26: Provide a Variety of Relaxing Services	<ul style="list-style-type: none"> • the safety considerations which must be taken into account when relaxing hair • the importance of questioning clients to establish any contra-indications to the relaxing service • why it is important to records client responses to questioning • the legal significance of client questioning and of recording the client's responses • the importance of conducting a thorough analysis • the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (ie. when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • the impact of the chemical ingredients within relaxing products on the internal structure of the hair • how the active ingredients within pre and post treatments affect the structure of the hair • how neutralising shampoos work and their effect on the hair structure • the pH value of relaxing products

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • the importance and effects of restoring the hair's pH balance after the relaxing process • the difference between sodium and non-sodium relaxing products • how lithium, calcium and guanidine behave to change the hair structure • why accurate timing and thorough rinsing of products is necessary • how and why the contra-indications in the range can affect the delivery of the relaxing service to clients • the implications of using hydroxide based product on ammonium thioglycolate treated hair • how to recognise Trichorrhhexis Nodosa and how to deal with this condition • how to identify the difference between hair porosity and natural keratinisation • the percentage of the hair length that is acceptable to leave when transferring from an ammonium thioglycolate based product to a hydroxide based product • the importance of accurate timing • the importance of a sufficient time lapse between relaxing and a corrective relaxing service
AH30: Style African Type Hair Using Thermal Styling Techniques	<ul style="list-style-type: none"> • the physical effects of thermal styling and pressing on hair structure • why white hair needs to be treated differently when thermal styling • the effects of humidity on hair • how protective and styling products work on the hair • why hair should be allowed to cool prior to dressing out • how the thermal styling process effects previously permed hair • methods of testing the temperature of thermal styling equipment • the circumstances when repeated pressing and added pressure is necessary • how and why temperatures should vary for

Unit Title	Knowledge Areas
	<p>different hair types</p> <ul style="list-style-type: none"> • the types of problems that can arise when pressing and thermal styling and how to correct them • the problems caused by the excessive use of protective and styling products and how to resolve them
AH31: Creatively Style and Dress Hair	<ul style="list-style-type: none"> • the effects of humidity on hair • how the incorrect application of heat can affect the hair and scalp • the effects of backcombing and back brushing on the hair structure • the potential effects on the hair structure of using different securing materials and devices • the potential consequences of excessive tension on the hair and scalp • how to identify the first signs of traction alopecia
AH32: Extend Hair Using a Variety of Techniques	<ul style="list-style-type: none"> • the importance of questioning clients to establish any contra-indications to hairdressing services • why it is important to records client responses to questioning • the legal significance of client questioning and of recording the client's responses • the factors that must be taken into consideration prior to adding hair extensions (eg hair density, hair and skin disorders, etc) • the average rate of hair growth • the potential consequences of excessive tension on the hair • how to identify the signs of traction alopecia • the potential effects on the client's hair of wearing extensions over a long period of time • the importance of using a plastic covering over the client's hair prior to applying a wig cap

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • the advantages and disadvantages of the different methods of attachment • why it is important to maintain a correct and even tension when adding hair extensions • the types of problems that can occur when adding hair extensions and how to remedy them • the courses of action to take in the advent of the presence of the contra-indications in the range (ie when the encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • the types of products to use when removing fused and bonded hair extensions • the types of styling and finishing techniques that can and cannot be used with hair extensions and why
Unit GH24: Provide Specialist Consultation Services for Hair and Scalp Conditions	<ul style="list-style-type: none"> • the structure and function of the cell • the structure and function of the skin ie epidermis, dermis, appendages, subcutaneous layer and nerve endings • the structure and functions of the hair • the hair growth cycle and how this influences present and future treatments • the different hair types eg vellus, terminal, lanugo • the reasons for normal and abnormal hair growth ie topical, congenital, systemic • the general factors that contribute to healthy hair and scalp eg nutrition, general health, environment, chemicals • the effect of the ageing process on the hair and skin • how to recognise treatable hair and scalp conditions, eg dry, oily and sensitised scalp, scaling scalp, pityriasis capitis, chemical, physical and environmental damage, diffuse hair loss

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • how other signs and symptoms can give an indication of the cause of the problem and confirm the required course of action eg pitted nails, weight loss and lethargy • the types and purposes of tests eg porosity, elasticity, incompatibility • when and how tests should be carried out and the importance of recording test results • the importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice • the importance of gathering relevant previous, current and ongoing medical and medication information that may affect the treatment • those contra-indications which may prevent treatment and why eg infectious or contagious conditions, open cuts, recent scarring and abrasions, any medical condition requiring specialist or general practitioner approval etc • those contra-indications which restrict or where caution should be taken in specific areas and why eg epilepsy, diabetes, high and low blood pressure, pregnancy, product allergies, skin sensitivity and metal braces and jewellery in the treatment area etc • the types of hair and scalp conditions that should be referred to a pharmacist, general Practitioner or registered trichologist and why

Unit Title	Knowledge Areas
Unit GH25: Provide Specialist Hair and Scalp Treatments	<ul style="list-style-type: none"> • the structure, function and action of muscles within the treatment area • the position of the primary bones within the treatment area • the basic principles of the endocrine system and how this impacts on the hair and scalp • the structure and function of the circulatory system and how this impacts on the hair and scalp • the structure and function of the lymphatic system and how this impacts on the hair and scalp • the structure and function of the nervous system and how this impacts on the hair and scalp • the different effects and benefits of massage techniques in the range • the different effects and benefits of tools and equipment in the range • the use and limitations of hair and scalp products, tools and equipment • possible contra-actions which may occur during and post treatment and how to deal with them eg allergic reactions, fainting, feeling light headed

Appendix 1D Occupational Expertise Requirements For Hairdressing African Type Hair Assessors And Verifiers

1 Introduction

- 1.1 As the Standards Setting Body for the hair and beauty sectors, the Hairdressing And Beauty Industry Authority (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 African Type Hair NVQs and SVQs are shown below.
- 1.2 Please note that these requirements will take effect from 1 September 2007 and will apply to **all** assessors and verifiers.

2 Assessors

- 2.1 **From 1 September, 2007, 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** or be working towards unit A1 if carrying out all forms of assessment

OR

Units D32 and D33 to assess the complete hairdressing NVQ/SVQ's (those worked based assessors only required to make and record observations may hold just D32

OR

Hold or be working towards unit A2 if only carrying out observations in the workplace.

3 Internal verifiers

- 3.1 **From 1 September, 2007, all existing assessors holding just the Level 2 Hairdressing NVQ/SVQ** will not be eligible for internal verifier or external verifier roles.
- 3.2 **From 1 September, 2007, 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.

OR

substantial operational experience** that is current and appropriate to the level(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 **sufficient experience** of assessing Hairdressing NVQs/SVQs.

4 External verifiers

4.1 **From 1 September, 2007, 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

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 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 context. Some centres use assessors and verifiers from other occupations to assess and verify these.

ENTO Unit A, ICS Units 9, 10 and 37 are 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.

5.2 **Non-technical Hairdressing African Type Hair 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 African Type Hair 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 be working towards them **OR** hold or be working towards 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 at least 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 is also desirable.

Please note that Habia requires all internal verifiers hold Unit A1 or D32 and D33 and hold or are working towards V1 or D34. *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 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 within 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 African Type Hair Technical Units

From 1 September 2001 as a condition of centre approval and continuing centre approval for a hair or beauty qualification, 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.) These same conditions apply to the new qualifications for African type hair.

Assessors and verifiers must be able to demonstrate to the Awarding Body how they keep their hairdressing and/or barbering technical skills and knowledge up-to-date and to the occupational level in 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 and/or barbering services to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- Undertaking technical hairdressing training for African type hair that develops new and/or updates existing skills and/or knowledge levels
- Further hairdressing qualification work directly related to African type hair.

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:

- Technical Hairdressing African Type Hair 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.
- iii *Hairdressing qualification work directly related to African type hair* – 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 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 Hairdressing African Type Hair NVQ/SVQ Assessment Purposes

The 2006 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 African Type Hair Services

At Level 1, the requirement to work to a commercial time is limited to shampooing and the application of general conditioners or treatments under the direction of the Stylist. The maximum service times quoted below have been developed for NVQ/SVQ assessment purposes.

Range of Service Times for Level 3 Hairdressing African Type Hair Services

Owing to the nature of many of the services in the Level 3 NVQs/SVQs, it is not possible to set a precise time for completion. Times for critical aspects of various services are quoted below.

Service times	Minutes (maximum)
1 Thermal pressing (straightening)	45
2 Thermal styling (excluding spiral curls)	30

Assessment Strategy for Barbering NVQs

Key Mandatory Components of the Assessment Strategy

Part 2 sets out the Key Mandatory components of our Assessment Strategy for NVQs and SVQs, which are:

- 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 (eg 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 (eg 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 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.

Barbering Level 3: Areas of Knowledge Within Barbering Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas
Unit G21: Provide Hairdressing Consultation Services	<ul style="list-style-type: none"> • the basic structure of hair and skin • the growth cycle of hair • the characteristics of different hair types and textures • the general factors that contribute to healthy hair (eg health, environment, chemicals) • why it is important to identify factors that may limit or affect services and products which can be used • how the following factors limit or affect the services and products that can be offered to clients: <ul style="list-style-type: none"> – lifestyle – adverse hair, skin and scalp conditions – incompatibility of previous services and products used • how to visually recognise indications of ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice • the likely causes of various adverse hair, skin and scalp conditions (ie ringworm, impetigo, scabies, eczema, alopecia, psoriasis, folliculitis, dandruff, ingrowing hair and head lice) • which hair, scalp conditions and disorders should be referred to a pharmacist, general practitioner or registered trichologist and why

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • the importance of, and reasons for, not naming specific conditions when referring clients to a general practitioner or trichologist • the importance of carrying out tests and the potential consequences of failing to do so • how and when tests are carried out on hair and skin • how the use of excessive heat can damage the hair
Unit GB6: Provide Shaving Services	<ul style="list-style-type: none"> • the factors that must be taken into consideration prior to and during the shaving service, (eg suspected infections, infestations, hair growth patterns, facial piercing, skin disorders, unusual facial features) and why • the scalp and facial skin disorders commonly affecting men and how to recognise them • the importance of lathering and the function it performs on the skin and the hair • the effect of heat on the hair and skin • the potential risk of ingrowing hair resulting from continual close shaving • the types of open blade razors with disposable blades available for professional use • when not to carry out shaving • when and why it is necessary to reduce beard length prior to shaving • why skin needs to be tensioned during shaving • the importance of adapting shaving techniques in relation to the direction of hair growth • when and why to use brush and massage techniques to apply lathering products • the reasons for and effects of using cool towels after shaving

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • problems which may arise during the shaving process (eg shaving hair too close, damage to your client's and your own skin) and ways of resolving such problems • when and why to use sponge shaving • the importance of working in a way which maintains the right skin temperature throughout the shaving process • why cold towels should not be used if the face is to be massaged
Unit GB7: Design and Create a Range of Facial Hair Shapes	<ul style="list-style-type: none"> • the factors that must be taken into consideration prior to cutting facial hair (eg suspected infections, suspected infestations, hair style, hair density, head and face shape, hair growth patterns, facial piercing, adverse skin conditions, facial contours, client's wishes and lifestyle) • the average rate of hair growth • the potential risk of ingrowing hair resulting from continual cutting of curly hair • how facial hair and skin should be prepared prior to cutting (eg cleansing, detangling) • the types of problems that can occur when cutting facial hair and ways in which they can be remedied, if possible
Unit GB8: Creatively Cut Hair Using a Combination of Barbering Techniques	<ul style="list-style-type: none"> • the factors that must be taken into consideration prior to and during cutting (eg hair and scalp disorders, presence of male pattern baldness, etc) • the average rate of hair growth • the potential risk of ingrowing hair resulting from the continual close cutting of curly hair • the known causes of male pattern baldness • the typical patterns of male pattern baldness • the importance of applying the correct degree of tension to the hair when cutting • the types of problems that can commonly arise when cutting men's hair and ways in which they can be remedied, if possible

Unit Title	Knowledge Areas
Unit GB9: Provide Face Massage Services	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out face massage services • how and why massage techniques should vary on the different areas of the face • the types of reaction that can occur during the massage service and how to remedy them • the structure and function of the skin (ie epidermis, dermis, subcutaneous layer, nerve endings) • the position and actions of the facial muscles (ie frontalis, corrugator, temporalis, orbicularis oculi, procerus, nasalis, quadratus labii superioris, orbicularis oris, buccinator, risorius, mentalis, zygomaticus, masseter) • the names and positions of the facial bones (ie zygomatic, mandible, maxillae, nasal, vomer, turbinate, lachrymal, palatine) • how to recognise skin types and conditions that may affect the massage service (ie sensitive, comedone, milia, dehydrated, broken capillaries, mature, pustules, papules, open pores, hyper pigmentation, hypo pigmentation, dermatosis papulosa nigra, pseudo folliculitis, keloids, ingrowing hair) • how the natural ageing process affects facial skin and muscle tone • how environmental and lifestyle factors affect the condition of the skin • the function of blood and lymph and their roles in improving skin and muscle tone • how massage affects blood flow and pulse rate • the principles of lymph circulation and how massage affects the circulation of lymph

Unit Title	Knowledge Areas
Unit GH17: Colour Hair Using a Variety of Techniques	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out colouring and lightening services • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • how to use lighteners safely • the precautions that must be taken when handling powder lighteners • the importance of questioning clients to establish any contra-indications to the colouring and lightening service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests for colouring and lightening services • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence the colouring and lightening service • potential consequences of failing to carry out tests • the importance of constantly monitoring the development of lightener • the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (ie when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary) • why it is important to accurately record test results • the principles of colour selection, including the International Colour Chart (ICC) • what is meant by the term 'oxidation'

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • how the type and distribution of melanin creates natural hair colour • the effects of light and artificial lighting on the appearance of hair colour • how the natural pigmentation of hair affects the colouring and lightening process • the reasons for pre-lightening • the effects on the hair of different colouring products and lighteners • how the different strengths of hydrogen peroxide affect the colouring and lightening of the hair • effects of temperature on the application and development of colouring products and lighteners • how to dilute hydrogen peroxide to form different strengths of solutions • the pH values of different colouring products and lighteners • the importance of restoring the hair's pH balance after the colouring or lightening process • why it is important to leave the hair and scalp free of colouring products and lighteners • the reasons for pre-softening and pre-pigmenting hair • what makes hair resistant to artificial colour • how and why the contra-indications in the range can affect the delivery of the colouring service to clients • the types and causes of colouring and lightening problems and how to rectify them (eg over and under processing, overlapping, skin staining, deterioration of hair condition, uneven results and product seepage) • how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage • how and why to restore depth and tone of colour

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • how and why to neutralise colour tone • how and why to adapt the sequence of application to take account of the relevant factors in the range • the potential problems of using colouring products and lighteners on previously chemically treated hair • methods of pre-softening and pre-pigmenting hair
Unit GH18: Provide Colour Correction Services	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out colour correction services • why it is important to use personal protective equipment • the dangers associated with the inhalation of powder lighteners • how to use lighteners safely • the precautions that must be taken when handling powder lighteners • the importance of questioning clients to establish any contra-indications to the colour correction service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests in the range • the importance of following manufacturers' instructions for skin testing • when and how tests should be carried out and the expected results • how the results of tests can influence the colour correction service • the potential consequences of failing to carry out tests • the courses of action to take in the event of adverse reactions to tests and the contra-indications in the range (ie when to encourage the client to seek medical advice, when to explain the service is not possible, when a modification to the service will be necessary)

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • why it is important to record test results • the principles of colour selection, including the International Colour Chart (ICC) • the principles of colour correction • how the type and distribution of melanin creates natural hair colour • the effects of light and artificial lighting on the appearance of hair colour • the effects on the hair of different colour correction products • what is meant by the term 'oxidation' • how oxidation agents affect the natural and artificial colour pigments • how the different strengths of hydrogen peroxide affect colouring and lightening • the reasons for pre-softening and pre-pigmenting hair • effects of temperature on the application and development of colour correction products • how to dilute hydrogen peroxide to form different strengths of solutions • the pH values of differing colouring products and lighteners • the importance of restoring the hair's pH balance after the colour correction process • why it is important to avoid disturbing areas still processing when removing products from developed areas • why it is important to leave the hair and scalp free of colour correction products • how and why the contra-indications in the range can affect the delivery of the colour correction service • the importance of sectioning hair accurately for the colour correction service • methods of pre-softening and pre-pigmenting hair • methods of applying and removing colour correction products • how to remove artificial colour

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • how to remove bands of colour • how to re-colour hair previously treated with lighteners using pre-pigmentation and permanent colour • how to re-colour hair that has had artificial colour removed • how to correct highlights and lowlights whilst retaining a highlight and lowlight effect • how the application and removal of lightener should be adapted to minimise scalp sensitivity and hair damage • the types and causes of colour correction problems that may occur during processing and how to rectify them (eg over and under processing, skin staining, deterioration of hair condition, scalp sensitivity and product seepage) • the potential problems of using colour correction products on previously chemically treated hair
Unit GH22: Create a Variety of Permed Effects	<ul style="list-style-type: none"> • what is contact dermatitis and how to avoid contracting it whilst carrying out perming services • why it is important to use personal protective equipment • the importance of questioning clients to establish any contra-indications to the perming service • why it is important to record client responses to questioning • the legal significance of client questioning and of recording the client's responses • the types and purposes of tests used for perming services • when and how tests should be carried out and the expected results • how the results of tests can influence the perming service • potential consequences of failing to test • the courses of action to take in the event of adverse reactions to tests • why it is important to record test results

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • the effects of perming products and neutralisers on the molecular structure of the hair • how hair that has been sensitised from previous treatments and heat damage reacts to the application of perming products • when to use different types and strengths of perming products • how the chemical composition of perming products varies and how this affects your choice for use on different hair types • the effect of pre-perm and post-perm treatments on the hair structure • how temperature affects the achievement of the permed effects • why heat should not be used on sensitised hair • the importance and effects of restoring the hair's pH balance after the perming process • why the accurate timing and thorough rinsing of products is necessary • types and causes of problems that can occur during the perming and neutralising processes for the hair type on which you are working and how to rectify them
Unit GH24: Provide Specialist Consultation Services for Hair and Scalp Conditions	<ul style="list-style-type: none"> • the structure and function of the cell • the structure and function of the skin ie epidermis, dermis, appendages, subcutaneous layer and nerve endings • the structure and functions of the hair • the hair growth cycle and how this influences present and future treatments • the different hair types eg vellus, terminal, lanugo • the reasons for normal and abnormal hair growth ie topical, congenital, systemic • the general factors that contribute to healthy hair and scalp eg nutrition, general health, environment, chemicals • the effect of the ageing process on the hair and skin

Unit Title	Knowledge Areas
	<ul style="list-style-type: none"> • how to recognise treatable hair and scalp conditions, eg dry, oily and sensitised scalp, scaling scalp, pityriasis capitis, chemical, physical and environmental damage, diffuse hair loss • how other signs and symptoms can give an indication of the cause of the problem and confirm the required course of action eg pitted nails, weight loss and lethargy • the types and purposes of tests eg porosity, elasticity, incompatibility • when and how tests should be carried out and the importance of recording test results • the importance of, and reasons for, not naming specific contra-indications when encouraging clients to seek medical advice • the importance of gathering relevant previous, current and ongoing medical and medication information that may affect the treatment • those contra-indications which may prevent treatment and why eg infectious or contagious conditions, open cuts, recent scarring and abrasions, any medical condition requiring specialist or general practitioner approval etc • those contra-indications which restrict or where caution should be taken in specific areas and why eg epilepsy, diabetes, high and low blood pressure, pregnancy, product allergies, skin sensitivity and metal braces and jewellery in the treatment area etc • the types of hair and scalp conditions that should be referred to a Pharmacist, General Practitioner or registered Trichologist and why

Unit Title	Knowledge Areas
Unit GH25: Provide Specialist Hair and Scalp Treatments	<ul style="list-style-type: none"> • the structure, function and action of muscles within the treatment area • the position of the primary bones within the treatment area • the basic principles of the endocrine system and how this impacts on the hair and scalp • the structure and function of the circulatory system and how this impacts on the hair and scalp • the structure and function of the lymphatic system and how this impacts on the hair and scalp • the structure and function of the nervous system and how this impacts on the hair and scalp • the different effects and benefits of massage techniques in the range • the different effects and benefits of tools and equipment in the range • the use and limitations of hair and scalp products, tools and equipment • possible contra-actions which may occur during and post treatment and how to deal with them eg allergic reactions, fainting, feeling light headed

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.

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.

- 5.2 ***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 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 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 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 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 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 *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

- 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. $20\% \times 30$ hours = 6 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 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 3 Barbering Services

Owing to the nature of many of the services in the Level 3 NVQs/SVQs, it is not possible to set a precise time for completion. Times for critical aspects of various services are quoted below.

Service	Minutes (maximum)
1 Perm (winding only)	
a piggy back	60
b spiral	90
c weaving	45
d root	25
e hopscotch	60
f double	60

Assessment Strategy for Barbering – African Hair Types NVQs

Key Mandatory Components of the Assessment Strategy

Part 2 sets out the Key Mandatory components of our Assessment Strategy for NVQs and SVQs, which are:

- 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 in more detail below.

Performance in the Workplace and Use of Simulations

The Barbering African Type Hair 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 African Type Hair NVQ/SVQ assessment. The use of realistic working environments will be necessary to promote access to assessment for some Barbering African Type Hair 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 9 (2006): Give Customers a Positive Impression of Yourself and Your Organisation

Unit 10 (2006): Promote Additional Products or Services to Customers

Unit 37 (2006): Support Customer Service Improvements

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 African Type Hair 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, Barbering African Type Hair Level 2, and Barbering African Type Hair Level 3 NVQs/SVQs. These units and the critical areas of knowledge have been detailed in Appendix 1C for Barbering African Type Hair 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 addressed by a variety of means (eg 1:1 between tutor and learner, oral questioning, a repeat of the written questions, assignments) to ensure critical areas of missing knowledge are not left unaddressed. A record of this activity must be made to satisfy the audit requirements of the Regulatory Bodies.

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 (eg 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 African Type Hair 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 Barbering African Type Hair 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 Barbering African Type Hair. 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 Barbering African Type Hair.

Appendices

Requirements Relating to the Barbering African Type Hair NVQs/SVQs

- Appendix 1A Barbering African Type Hair 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 African Type Hair National Occupational Standards for which Mandatory Question Papers must be Developed
- Appendix 1D Occupational Expertise Requirements for Barbering African Type Hair Assessors and Verifiers
- Appendix 1E Requirements for Continuing Professional Development for Assessors and Verifiers of Barbering African Type Hair Technical Units
- Appendix 1F Nationally Agreed Maximum Service Times for Barbering African Type Hair NVQ/SVQ Assessment Purposes

Appendix 1A Barbering African Type Hair Realistic Working Environment Requirements

As the Standards Setting Body for the hair and beauty sectors, the Hairdressing And Beauty Industry Authority (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 & 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 (eg 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	<p>'Methods of Payment' Range Variables: 'cash equivalent', 'cheque' and 'payment card' methods of payment.</p> <p>'Payment Discrepancies' Range variables.</p> <p>A special dispensation will continue to exist which allows the use of artificial money in HM Prisons.</p>
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Appendix 1C Areas Within the Barbering African Type Hair 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 African Type Hair NVQs/SVQs at Level 2 and 3.

NOTE: Those units applicable to African Caribbean Hair contained within the current Hairdressing Level 1 and Barbering Level 2 and 3 qualifications are shown within the general Barbering Strategy document.

Barbering African Type Hair Level 3: Areas of Knowledge Within Hairdressing Units Requiring Mandatory Written Questions

Unit Title	Knowledge Areas
AH35: Design and Create Patterns in Hair*	<ul style="list-style-type: none"> the safety considerations which must be taken into account when cutting patterns in hair how to scale designs up and down to suit different head shapes the design possibilities and limitations when working on hair the factors that must be taken into consideration prior to cutting (including hair growth patterns, hair density, scarring etc) and how they may limit or affect the achievement of patterns and designs the effects of continual close cutting on black skin the potential risk of ingrowing hair resulting from continual close cutting

* According to the Habia Assessment Strategy for **Barbering**, no mandatory written questions are required for this unit

Appendix 1D Occupational Expertise Requirements for Barbering African Type Hair 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 Barbering African Type Hair NVQs and SVQs are shown below.
- 1.2 Please note that these requirements will take effect from 1 September 2007 and will apply to **all** assessors and verifiers.

2 Assessors

- 2.1 **From 1 September, 2007 all new Barbering African Hair assessors must:**

- 2.1.1 **hold EITHER** Level 2 and or Level 3 NVQ/SVQ 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** or be working towards unit A1 if carrying out all forms of assessment

OR

hold units A32 and A33 to assess the complete Barbering NVQs/SVQs (those work based assessors only required to make work based observations may just hold D32)

OR

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

3 Internal verifiers

- 3.1 **From 1 September, 2007 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

OR

substantial operational experience** that is current and appropriate to the level(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 sufficient **experience** of assessing Hairdressing and or Barbering NVQs/SVQs.

4 External verifiers

4.1 From 1 September, 2007 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

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 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.

ENTO Unit A, ICS Units 9, 10 and 37 are 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 African Type Hair 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 African Type Hair 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 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 be working towards them

OR

hold or be working towards 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 an Barbering African Type Hair background, then she/he must have obtained a working knowledge of the Barbering African Type Hair 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 years 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 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 is also desirable.

Please note that Habia requires all internal verifiers hold Unit A1 or D32 and D33 **and** hold or are working towards V1 or D34. In addition, in this case where the internal verifier does not have an Barbering African Type Hair 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 an African type hair barbering background, then a period of experience in a salon or attending hairdressing and/or barbering specific event(s) relevant to the units being assessed or verified will help them become more familiar with the requirements of the African Caribbean 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.

** Sufficient relevant operational experience means sufficient relevant hands-on work served within the hairdressing industry. This can include time in any role within 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 Barbering African Type Hair Technical Units

From 1 September 2001 as a condition of centre approval and continuing centre approval for a hair or beauty qualification, 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.) These same conditions apply to the new qualifications for African type hair.

Assessors and verifiers must be able to demonstrate to the Awarding Body how they keep their Barbering African Type Hair technical skills and knowledge up-to-date and to the occupational level in 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 African Type Hair services to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- Undertaking technical Barbering African Type Hair training that develops new and/or updates existing skills and/or knowledge levels
- Further Barbering African Type Hair 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:

- Technical Barbering African Type Hair 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.
- iii *Barbering African Type Hair qualification work* – The aim of this option is to encourage assessors and verifiers to gain new skills, eg Barbering African Type Hair techniques 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 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 Barbering African Type Hair NVQ/SVQ Assessment Purposes

The 2006 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 3 Barbering African Type Hair Services

Owing to the nature of many of the services in the Level 3 NVQs/SVQs, it is not possible to set a precise time for completion. Times for critical aspects of various services are quoted below.

Service	Minutes (maximum)
1 Dry shave (full face shave)	15
2 Wet shave (full face shave)	30
3 Create facial hair looks (all looks in AH34 range)	20
4 Mix and apply a full head of quasi-permanent colour	30
5 Mix and apply a partial head of permanent colour (ie at least 20% of the head)	25
6 Mix and apply a full head of permanent colour	45
7 Mix and apply a full head application of woven highlights/lowlights	60
8 Mix and apply a partial head of colour slices (ie at least 20% of the head)	15
9 Mix and apply a re-growth application of permanent colour	25
10 Face massage	20

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